EST. 1965

WILLIAM RAINEY HARPER COLLEGE

Palatine, Illinois

College Plan
2019-2020

Harper College®

MISSION

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

VISION STATEMENT

We will be an innovative and inclusive institution, the community's first choice, and a national leader for student success.

PHILOSOPHY STATEMENT

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

CORE VALUES

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

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

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

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

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

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

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

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

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

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

Harper College

College Plan
2019-2020

WILLIAM RAINEY HARPER COLLEGE
Community College District #512

College Plan 2019-2020
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Harper College

Avis Proctor, Ed.D.
President

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Letter of Introduction from the President

Harper College continues to be committed to increasing student success through innovations in curriculum, teaching practices, and support services. We are also dedicated to reducing gaps in student achievement and increasing the rate of program completion and graduation, and we will continue to implement initiatives that support the College's mission of providing "quality, accessible, and affordable education."

The first year of a community college presidency is the ideal time to connect with the entire community. As such, this is a year of engagement to "Learn, Leverage and Launch" a comprehensive strategic plan that addresses the emerging needs of our community. There is much to learn about Harper and its key partners. Formal and informal meetings with internal and external stakeholders will occur throughout the year. A significant amount of time will be spent reviewing key divisional responsibilities, challenges, and opportunities for collaboration – one of our institutional core values. We will work to identify how we can leverage existing talent and key initiatives that have yielded positive results for the College, and build future opportunities for success. Along with this information our *Your Voice Our Potential* strategic planning process will help launch and shape the College's strategic direction for the next four years.

This fall marks a momentous event for the College as we welcome the first cohort of Promise Scholars. The cohort began as high school freshman in 2015 and throughout the past four years met criteria focused on grades, attendance, college-readiness, and community service, to earn the Promise Scholarship. More than 400 Promise Scholars are beginning their studies at Harper and we are excited to help them grow and succeed.

Annually, the College conducts at least one major research project. In FY 2020 both the Personal Assessment of the College Environment (PACE) and the Environmental Scan will be conducted. The purpose of the PACE is to assess the perceptions of employees regarding the College climate, identify areas for improvement, and use these data to develop and implement action plans. The Environmental Scan helps us identify the trends and drivers of change that will shape the Harper landscape in the next three to five years.

In addition to the priorities outlined in the Operational Plan and the Institutional Effectiveness Measures, Presidential Goals will be pursued as follows (some of which will be accomplished in FY 2020, and others within several years):

1. Organize and execute an inclusive strategic planning process for the College focused on student, employee, facility, and community needs.

2. Develop a plan to review the Board Policy Manual and update to ensure continued compliance with State and Federal Statutes.

3. Administer a nationally-known basic needs assessment and address identified cognitive and non-cognitive student needs.

4. Assess current distance learning programs and plan for improvements.

5. Assess College leadership structure and hire a new academic leader for the College.

6. Ensure the College's Core Values of Respect, Integrity, Collaboration and Excellence are represented in our work by developing and executing a plan to acknowledge employees who exemplify the Core Values.

Harper College will continue to implement initiatives that enhance the success of our students. This includes assessing the financial wellness of our students and working to provide resources and support for those with food and housing insecurities, transportation struggles, and other barriers preventing academic engagement and success. The new four-year strategic plan will provide focus as we strive to be an innovative and inclusive institution, the community's first choice and a national leader for student success.

Avis Proctor, Ed.D., President
August, 2019

Introduction

Profile of William Rainey Harper College
William Rainey Harper College is a comprehensive community college located in Palatine, Illinois, 30 miles northwest of Chicago, serving High School Districts 211, 214, and Unit District 220. Established in 1966, Harper College serves more than 23,000 credit students each year from 23 suburban communities. Harper is dedicated to student success and is committed to its mission of enriching its diverse communities by providing quality, affordable, and accessible education. Harper College, in collaboration with its partners, inspires the transformation of individual lives, the workforce, and society. Harper College awards seven Associate degrees, numerous transfer options, and a large number of certificate programs to meet specific needs of the community and area industry.

More than 45% of Harper's students are Hispanic, Asian American, or African American. Nearly 22% of students receive Pell grants. Sixty-six percent of the student body enrolls on a part-time basis. Roughly 46% of students are between the ages of 19 and 24, and 53% intend to transfer to a four-year college or university. Student success increases each year and the College's current graduation rate is nearly 33%, up from 14% in 2010.

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

Harper's operating revenue comes from tuition and fees (41%), state subsidy (7%), local taxes (51%), 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 48 in the state that make up the Illinois Community College System. The College's District No. 512 was established by voter referendum in 1965, and Harper offered its first classes in 1967.

Throughout its history, Harper has had a record of monumental growth. The initial 1967 enrollment of 1,725 students jumped to 3,700 in one year, doubling projections. When the doors opened on Harper's newly acquired campus in 1969, 5,350 students were enrolled. Since then enrollment has grown more than 23,000 (credit) students. With a full-time equivalent (FTE) enrollment of approximately 9,400, as well as a full-time faculty and staff of 721 employees, of which 205 are full-time faculty, Harper is the third largest community college in the state.

Harper's President, Dr. Avis Proctor, was appointed in July 2019 as the institution's sixth president. Dr. Proctor is leading the College as it embarks on a year-long strategic planning process which will result in a four-year strategic plan.

The Community
The Harper College District No. 512 includes portions of four counties: Cook (which makes up the majority of the area and population of Harper's district), Lake, Kane, and McHenry. The communities include Arlington Heights, Barrington, Barrington Hills, Elk Grove Village, Hoffman Estates, Inverness, Lake Barrington, Mount Prospect, North Barrington, Palatine, Prospect Heights, Rolling Meadows, Schaumburg, South Barrington, Tower Lakes, Wheeling, and portions of Buffalo Grove, Carpentersville, Deer Park, Des Plaines, Fox River Grove, Hanover Park, and Roselle. The

municipalities that are located within Harper's district range in size from Tower Lake with 1,249 residents to Arlington Heights with 75,525 residents. An estimated 535,000 people live within the district. Of these, approximately 23% are age 17 and under, and 28% are age 55 and over. A majority of residents are Caucasian (65%). Of the remaining population, 17% are Hispanic, 14% are Asian, and 2% are African American.

Household incomes in Harper's district communities are striking in both their range and in the changes that have occurred between 2010 and 2015. In 2015, median household income varied from a low of $56,110 in Wheeling to a high of $173,650 in South Barrington. Median incomes in 16 of the 23 communities were above the Illinois median of $57,574. However, incomes in all but seven of the communities decreased between 2010 and 2015, ranging from a decline of 1% to 25%. It is not clear whether these shifts were the result of the move of lower-income families to more affluent communities or due to increased unemployment rates and reduced earnings during that period. 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 99% satisfaction rate from its graduates. In fall 2018, Harper College district voters passed a $180 million capital bond referendum to support the facilities enhancements. In addition, the non-profit Harper College Educational Foundation actively raises funds for the College through individual, foundation, and corporate donors. The large number of manufacturing, financial services, and healthcare institutions in the district are among Harper's supporters.

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

The College offers seven associate degrees, five of which are designed for students who will transfer to a four-year college or university to complete a bachelor's degree. The five are the Associate in Arts (A.A.), the Associate in Science (A.S.), the Associate in Fine Arts–Art (A.F.A.), the Associate in Fine Arts–Music (A.F.A.), and the Associate in Engineering Science (A.E.S.) degrees, which comprise the first two years of study toward degrees in a broad range of arts-related or science-related disciplines. The sixth, the Associate in General Studies (A.G.S.) degree program, is designed as an individualized program option meeting needs not offered by other degree programs, or as a capstone for occupational certificate programs. The seventh, the Associate in Applied Science (A.A.S.) degree, is awarded upon completion of a two-year career program and is designed to prepare the graduate for immediate entry into a specific career field.

Harper also provides certificate programs, typically one year in length, that are designed with prescribed courses to meet specific needs of the community, including area businesses and industries. In addition, the College offers contract training to local industry employees through Harper Business Solutions, provides non-credit learning opportunities for students of all ages through Continuing Education, and supports students who need high school equivalency through its Career and Technical Education Division and English as a Second Language services through its Liberal Arts Division.

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

Facilities
William Rainey Harper College supports a wide range of programs with a 200-acre campus in Palatine and two satellite facilities: the Harper Professional Center in Schaumburg and the Learning and Career Center in Prospect Heights. The main campus is comprised of 23 buildings and offers state-of-the art science and technology laboratories and classrooms, a comprehensive library and learning resources center, computer labs, lecture halls, theaters, a wellness and sports center, and the Wojcik Conference Center.

Conclusion
To uphold its historic and continuing success, Harper College must continue to change to meet the evolving needs of the community, students, and the workforce. Today's new economy demands that Harper graduates 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 the College continues to strive for strong enrollment, its goals are closely aligned with increasing the number of students who are successful.

Harper College

Community College District 512

Legend:
- County Boundaries
- Township Boundaries
- ■ Extension Centers
- • High Schools

*Portions of these communities are included in the district

Tower Lake

Lake Barrington

North Barrington

Fox River Grove*

Lake County

Algonquin Township

Cuba Township

Ela Township

McHenry County

Lake County

Kane County

Barrington Hills

• Barrington

Deer Park*

Cook County

Buffalo Grove*

• Buffalo Grove

Wheeling

Carpentersville*

Cook County

Barrington

Inverness

• Palatine

Arlington Heights

Wheeling Township

■ LCC

Barrington Township

Palatine Township

Dundee Township

• John Hersey

Palatine

Prospect Heights

• St. Viator

• William Fremd

South Barrington

• Prospect

Harper College

• Rolling Meadows

Hoffman Estates

■ HPC

Mount Prospect

• Hoffman Estates

• James B. Conant

Elk Grove Township

Hanover Township

Schaumburg Township

• Schaumburg Christian School

• Elk Grove

• Schaumburg

Elk Grove Village

Hanover Park*

Schaumburg

Des Plaines*

Roselle*

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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. Supporting student success is the chief organizing theme with the goal of the organization's design to integrate functions for improved services and efficiencies. The executive staff of the College includes the Provost, Executive Vice President of Finance and Administration, Chief of Staff and Vice President of Institutional Planning and Strategic Alliances, Vice President and Chief Advancement Officer, Vice President of Workforce Solutions, and Special Assistant to the President for Diversity and Inclusion. The organizational alignment combines functions that leverage resources 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 Interim Provost, Dr. Brian Knetl, is responsible for student success. The area combines the functions of Academic Affairs, Student Affairs, and Enrollment Management.

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

Budget
Total FY 2020 Provost Budget (All Funds) $85,517,954

Direct Reports
Dr. Kathy Bruce, Interim Associate Provost, Academic Affairs
Sheryl Otto, Associate Provost, Student Affairs
Dr. Claudia Mercado, Assistant Provost, Enrollment Services
Kimberley Polly, Interim Dean, Math and Sciences
Dr. Kimberly Chavis, Dean, Health Careers
Dr. Travaris Harris, Dean, Business and Social Sciences
Jamie Riewerts, Dean, Liberal Arts
Dr. Joanne Ivory, Dean, Career and Technical Programs

FY2020 Priorities
- Continue integration of the Area of Interest (AoI) structure throughout the work of the College.
  - Clarify the role of the Core Teams and Core Team Chairs
  - Develop new student orientation options by AoI for fall 2020.
- Develop a strategic plan for the development, delivery, support and scheduling of distance education courses.
- Develop scheduling options that are more accommodating to returning adult students, part-time students and students who wish to complete degrees at a distance.
- Implement Start Smart program at scale for all first-time, degree-seeking students.
- Identify basic needs of students and begin strategizing for addressing identified needs.

Finance and Administrative Services

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

Budget
Total FY 2020 Finance and Administrative Services Budget (All Funds) $40,177,127

Direct Reports
Patrick Bauer, Chief Information Officer
Bret Bonnstetter, Controller
Claude Casaletto, Chief of Police
Darryl Knight, Executive Director of Physical Plant
Roger Spayer, Chief Human Resources Officer

FY2020 Priorities
- Manage the College's financial results to meet stated goals.
- Replace the current Oracle EBS Financial and Human Resources systems.
- Institutionalize "Soar Together" as part of new employee onboarding and employee training.
- Create Canning Center for "One Stop" and other services (subject to state funding).
- Complete the new University/Entrepreneur Center.
- Develop roof safety program per OSHA regulations.
- Develop the 2021 Campus Master Plan.
- Exercise the College's Emergency Operations Plan.

Institutional Planning and Strategic Alliances

Function
This area of the College, led by Dr. Maria Coons, provides oversight for institutional planning, accountability, research, and strategic partnerships. Responsibilities also include the role of Chief of Staff and Board Liaison. Functions include institutional effectiveness, institutional research, outcomes assessment, and strategic planning. Regional accreditation and state board recognition processes are also managed through this area. The College Plan, Accountability Report, and Fact Book are produced by this area to guide the College's efforts and report outcomes to the community. This area maintains dashboards for Institutional Effectiveness Measures, Strategic Plan, and General Education Assessment, further ensuring transparency and accountability. Annual general education assessment projects as well as large-scale research projects are managed by this area and include the Employee Climate Survey, Community Scan, Environmental Scan, and the Community College Survey of Student Engagement.

Budget
Total FY 2020 Planning and Strategic Alliances Budget (All Funds) $1,444,507

Direct Reports
Darlene Schlenbecker, Executive Director for Planning, Research and Institutional Effectiveness

FY2020 Priorities
- Respond to the Illinois Community College Board (ICCB) Recognition Report.
- Develop a four-year Strategic Plan for the College.
- Complete the Environmental Scan.
- Conduct the Personal Assessment of the Campus Environment (PACE).
- Communicate results of the Community Scan (Community Survey and Employer Survey).
- Ensure student learning outcomes assessment is conducted and results utilized to improve student success.
- Increase data accessibility and usage.

Marketing, Communications, Advancement and Community Relations

Function
This area of the College, led by Laura Brown, is responsible for marketing, legislative affairs, communications, community relations, grants, and fundraising. The fundraising is performed through the Educational Foundation, which is a separate legal entity with its own governing board and more than $30 million in assets. The Foundation focuses on securing corporate and private philanthropy. Foundation fundraising efforts support student success by direct scholarships to students and funding programs designed to improve student success. This unit also includes the Harper Alumni Program. The Grants department pursues both public and private grant funds on behalf of the College. Marketing, communications, and community relations functions ensure an integrated approach that creates a seamless experience for engagement of stakeholders, ranging across employees, students, community members, and businesses.

Budget
Total FY 2020 College Advancement Budget (All Funds) $4,656,122

Direct Reports
Mike Barzacchini, Director of Marketing Services
Susanne Brock, Director of Grants
Jeff Julian, Executive Director of Communications
Suzette Tolentino, Director of Advancement Services
Heather Zoldak, Associate Executive Director for Major Gifts

FY2020 Priorities
- Raise $550,000 in new scholarship support.
- Implement the Legislative Affairs Plan.
- Develop and implement marketing and communications strategies and tactics to help the College achieve its enrollment goals, focusing on new student enrollment and supporting retention.

Workforce Solutions

Function
This area of the College, led by Michelé Smith, provides oversight for workforce partnerships and adult accelerated learning. The division includes Harper Business Solutions, the Job Placement Resource Center, the Workforce Certification Center, the Illinois Small Business Development Center, Community Education classes inclusive of Youth Programs, the Illinois Motorcycle Safety Program for the northern region of the state, and the American Apprenticeship Initiative (AAI) grant. Executive oversight for the operation of the Harper Promise Scholarship Program and budgetary oversight for the University Center are also functions connected to the Workforce Solutions Division. Finally, this area provides direction for the College's work in the area of diversity and inclusion.

Budget
Total FY 2020 Workforce Solutions Budget (All Funds) $10,389,600

Direct Reports
Dr. Mark Mrozinski, Assistant Vice President of Workforce Development and Executive Dean of Community Education
Dr. Pearl Ratunil, Special Assistant to the President for Diversity and Inclusion
Sean Warren-Crouch, Promise Scholarship Program Manager

FY2020 Priorities
- Redesign and re-organize the functions of the Workforce Solutions division to incorporate a business outreach focus aimed at strengthening partnership development and engagement.
- Develop and execute a plan for increasing the number of registered apprenticeships on campus.
- Develop a job placement strategy for the Job Placement Resource Center and launch new services package to employer partners.
- Manage the transition of the 1.6 vocational (Continuing Professional Education) courses, budget, and staff to the Career and Technical Programs division.
- Manage the transition of high school Promise Scholars to Harper's campus.
- Oversee implementation of phase III of the University Center project.

Harper College

Community

Board of Trustees
- Attorneys
- Auditor

Avis Proctor
President
PC

Maria Coons
Chief of Staff/Vice President of Institutional Planning and Strategic Alliances
PC

Darlene Schlenbecker
Executive Director for Planning, Research and Institutional Effectiveness
PC

Katherine Coy
Director
Inst. Research

Laura Brown
Vice President/Chief Advancement Officer
PC

Heather Zoldak
Associate Executive Director of Foundation/Major Gifts

Mike Barzacchini
Director
Marketing Services
PC

Jeff Julian
Executive Director of Communications
(Non-administrator)
PC

Pearl Ratunil
Special Assistant to the President for Diversity and Inclusion
(Non-administrator)
PC

Michelé Smith
Vice President of Workforce Solutions/ Associate Provost for Curriculum
PC

Mark Mrozinski
Assistant Vice President of Workforce Development and Executive Dean of Community Education
PC

Rebecca Lake
Dean
Workforce and Economic Development

Kathleen Canfield
Director
Job Placement Resource Center

Ron Ally
EVP Finance and Administrative Services
PC

Roger Spayer
Chief Human Resources Officer
PC

Bret Bonnstetter
Controller
PC

Darryl Knight
Executive Director of Facilities Management
PC

Steve Petersen
Campus Architect

Patrick Bauer
Chief Info. Officer
PC

Sue Contarino
Director
Client Systems

Brian Knetl
Interim Provost
PC

Sheryl Otto
Associate Provost Student Affairs
PC

Vicki Atkinson
Dean
Student Development

Kristin Hoffhines
Associate Dean
Advising Services

Mary Kay Harton
Dean of Students

Doug Spiwak
Director
Athletics and Fitness

Kathy Bruce
Interim Associate Provost
PC

Njambi Kamoche
Dean
Res. For Learning

Darice Trout
Associate Dean
Interdisciplinary Student Success

Michael Bates
Dean
Teaching, Learning and Distance Education

Joanne Ivory
Dean
Career and Technical Programs

Andrea Fiebig
Director
Adult Educational Development

Jaime Long
Dean
Liberal Arts

Kimberley Polly
Interim Dean
Math and Science

Travaris Harris
Dean
Business/Social Science

Claudia Mercado
Assistant Provost/ Dean of Enrollment Services
PC

Laura McGee
Director
Student Financial Assistance

Bob Parzy
Director
Admissions Outreach

Kimberly Chavis
Dean
Health Careers

Julie D'Agostino
Director
Nursing

David Richmond
Faculty Senate President
(Non-administrator)
PC

Shaded - Executive Council Member
PC - President's Cabinet Member

As of August 1, 2019

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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 2016. An updated Environmental Scan will be conducted in spring 2020.

Demographic changes in Illinois affect the Harper College district and are permeating each and every neighborhood. Birth rates are declining, young couples are waiting longer to have children, recovery from the 2008 recession has yet to return to pre-recession levels, and the housing industry still struggles to recover. As a result, school enrollments are declining while the student body becomes more diverse thus presenting new educational challenges. Funding for public schools and higher education is being reduced and threatened with further cuts, though additional services will be needed to meet the demands of the changing diversity. Yet performance indicators for sender high schools have been higher than the statewide averages. And, low income for school-aged children is estimated at 25%, which is only half of the statewide figure.

The district is losing residents from the white community but gaining residents from the Hispanic community. Foreclosures have returned to an even lower rate than was experienced before the recession thereby allowing neighborhoods to return to more stable investments.

Unemployment has returned to healthy levels, but the labor force participation rate remains on the decline. The baby boomer generation lost considerable savings for retirement in the recession, so they are remaining in the workforce longer and this makes it more difficult for new graduates to find entry level positions. Unemployment remains higher than 10% for those without at least a high school diploma, and for those without any higher educational experience, unemployment is over 7%. The critical importance of higher education is that it provides much better job security.

Earnings in Cook County have been improving for all industries except for educational services, arts, entertainment, and recreation. From 2010-2014, the largest industries that made great strides in the improvement of earnings include manufacturing, professional and technical services, and finance and insurance. Healthcare practitioners and technicians is an occupational class that is paying higher annual wage levels while at the same time expanding, thereby providing promising job opportunities for new graduates in these areas.

There is no doubt that much of the economy hangs in the balance as the current recovery has been slow in comparison with previous recoveries or in comparison to other regions of the country. Maintaining a focus on where the Harper district will be in the next ten years will be crucial in responding to the needs and demands of incoming enrollees to ensure a return on their investment on their futures.

Illinois and the nation have experienced dramatic changes in the past decade. These include the aging and diversification of the population and workforce, increasing globalization and unprecedented technological advancement, and heightened concerns over terrorism and security both domestically and internationally. In addition, the impacts of economic recession of 2008-2009 continue to linger as many households and businesses remain cautious. While there are

signs of improvement, the slow economic growth has hampered their ability to spend, borrow and invest as they did prior to the recession.

Economic indicators such as unemployment rates, housing values, wages, and many others, suggest that the resources needed to invest in postsecondary education have been directly impacted. This is a critical consideration for institutional planning. Campaign rhetoric in 2016 discussed the feasibility of offering students the first two years of community college for free. This would represent a potential game-changer for postsecondary education. However, funding concerns are likely to stall or prevent implementation, if even considered by the President. Other economic, demographic, workforce, technological, and political trends are important to consider as they all shape the opportunities and challenges before Harper Community College.

This environmental scan is intended to provide a baseline of information for Harper College's next strategic planning process. Understanding the current operating environment and future trends at the local, state, national and global levels will assist Harper's leaders and stakeholders in choosing the best course of action.

Primary data sources used for this scan included public agencies such as the Illinois Department of Employment Security, Illinois State Board of Education, U.S. Bureau of Labor Statistics, U.S. Census Bureau, the National Center for Education Statistics, and the Illinois Department of Revenue. Additional resources also came from private institutions providing freely accessible data, such as the Woodstock Institute research on foreclosures. Several subscription-based data resources were from private vendors such as EASI Analytics and Labor Insight's Burning Glass. An additional data source is the Society for College and University Planning (SCUP).

Key Trends and Considerations

Economic Trends

Trend #1: Economic conditions in the country have shown signs of recovery. However, in Illinois the recovery has been slower than that of other states.
The loss of net worth has hit primarily middle class families, affecting their ability to pay for their children's higher education.

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

Supporting Rationale:
- Nationally middle class households have lost nearly $63,000 in median net worth after adjusting for inflation from 2007 to 2013.
- The past years of underfunding the Illinois pension system continues to plague Illinois recovery and budget impasse.
- Illinois bond ratings continue to be downgraded which will increase the costs to the state to operate.
- Higher education funding will be negatively impacted until Illinois is back on stable financial grounds.
- The higher state income tax rate was allowed to sunset further complicating Illinois finances.

Sources:
- Pew Research Center, 2015.
- Illinois Department of Employment Security, 2015.
- Illinois Comptroller's Office, 2016.
- State Higher Education Executive Officers, 2015.

Housing Trends

Trend #2: Foreclosures in the Harper district have been on the decline.
The effects of the economic recession in 2008 is still having impacts on housing in the Harper district.

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

Supporting Rationale:
- Only two, out of 23 municipalities, have foreclosure rates greater than 1%.
- The overall foreclosure rate for all municipalities that overlap the Harper district is 0.54%, still slightly higher than the state and national rates, but a strong improvement.

Sources:
- Woodstock Institute, 2015.
- US Census Bureau.

Trend #3: While real estate sales improve, perceptions of housing values still low.
Home ownership is critical to the Harper district due to the revenue generation through property taxes. Low home values and many homes being vacated or rented can be indicators of some communities becoming destabilized that could lead to property tax reductions.

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

Supporting Rationale:
- Harper residents in municipalities reported having much lower perceived home value than may be reality.
- Median sales prices have steadily increased from 2010 to 2016.
- Owner occupancy rates are still lower in 2015 than in 2010 due to more transitioning into rentals or vacancies.
- Vacancy rates steadily improve except for three municipalities that remain much higher than the statewide average.

Sources:
- US Census Bureau, American Community Survey.
- Illinois Realtor's Association

Trend #4: The Harper district population is becoming more diverse in race and ethnicity.
The country is becoming more diverse.

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

Supporting Rationale:
- Minorities represent 33.8% of the Harper population in 2015 compared to 30.7% in 2010.
- The Asian population has grown by an additional 11,341 residents from 2010 to 2015 primarily concentrated in the Schaumburg and Hoffman Estates areas.
- The Hispanic population has also increased by 5,642 residents from 2010 to 2015 primarily concentrating on the district boundary.
- The White Non-Hispanic population decreased by 10,866 residents.

Sources:
- US Census Bureau, American Community Survey.

Trend #5: The Harper district is attracting those that speak languages other than English and/or are born in other countries.
Immigrants tend to move to urban centers, and Harper is poised to attract new immigrants and foreign-born residents due to its geographic location close to Chicago.

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

Supporting Rationale:
- Township HSD 211 is experiencing a drastic increase in other languages being spoken other than Spanish, from 2,000 to almost 21,000 residents. Slight increases in the other two districts.
- The population of residents over five years of age has increased, but the number of residents that speak only English have decreased.
- Those speaking Asian and Pacific Islander languages have increased from 29,000 to 38,000 since 2010 due to the influx of new Asian residents.
- Foreign born residents are primarily from Mexico (33.0%), India (14.6%) and Poland (9.5%).

Source:
- US Census Bureau, American Community Survey.

Trend #6: Birth rates have been declining for many years.
Due to the economic recession in 2008 and couples waiting until they are older to have children, is being seen in decreased enrollment in the lower grades of the public schools.

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

Supporting Rationale:
- Median age of the district population is increasing due to the lack of younger children to offset the Baby Boomer generation.
- The greatest number of youths range in age from 10 to 14 years old in 2015. The subsequent five-year cohorts have decreased in number.
- Enrollments in 1st grade are the lowest among all grades in schools located in Harper's district.

Sources:
- US Census Bureau, American Community Survey.
- Illinois State Board of Education.

Trend #7: Performance in the three sender districts to Harper remain high.
While the high schools have undergone changes in college readiness exam methodologies, the overall performance remains high compared to the statewide averages.

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

Supporting Rationale:
- The average four-year graduation rate for district public high schools was 93.5%, much higher than Illinois' 86.0%.
- Low income eligibility in the Harper district has increased in the last few years, but is still much lower than the statewide average.
- Only three high schools have a mobility rate greater than the statewide average as an indicator of community stability.
- The district high school dropout rates are much lower than the statewide average.
- The four-year graduation rates are higher than the statewide average for every district, some significantly.

Sources:
- Illinois State Board of Education, Report Card Data, Accessed Online.

Workforce Trends

Trend #8: Despite signs of economic recovery and falling unemployment rates, many employers are reluctant to hire new employees or rehire laid-off workers.
While unemployment rates have fallen substantially over the past seven years since the last recession ended, labor force participation among key working aged populations continues to decline and the numbers of discouraged workers is growing.

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

Supporting Rationale:
- Even though unemployment rates continue to decline, much of this can be attributed to falling labor force participation. Although labor force participation has been declining nationwide since the mid-1990s, it has declined sharply since the past recession. The slow pace of the recovery has led many of the long-term unemployed to drop out of the labor force.

- The Economic Policy Institute estimates that as many as 2.3 million individuals of working age nationwide were unemployed and have given up on searching for a job, as of 2016.
- Important industry sectors in the Chicago metro area such as Construction, Manufacturing, Finance, Insurance and Real Estate were deeply impacted by the last recession and continue to suffer job losses since then. In addition, many losing jobs in those industries have skill-sets that are not readily transferable to growth industries like Healthcare, Education, and Business and Professional Services making it more challenging to get dislocated workers back into gainful employment.

Sources:
- Illinois Department of Employment Security.
- Economic Policy Institute.

Trend #9: Wage and Income growth continues to struggle, threatening economic growth.
While the Harper district encompasses one of the more affluent parts of the Chicago metropolitan area, wage and income have stagnated or fallen in many communities. This creates a drag on the overall economy, pushing many in lower skilled occupations into the social safety net when the higher costs of living are taken into consideration.

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

Supporting Rationale:
- Median household income declined in 16 of the 23 communities in the Harper district between 2010 and 2015. Eight communities experienced a greater decline than the State average of -5.2%.
- Median family income declined in 14 of the 23 communities in the Harper district between 2010 and 2015. Ten communities experienced a greater decline than the State average of -3.8%.

Source:
- American Community Survey, U.S. Census Bureau.

Postsecondary Trends

Trend #10: Return on Investment for a Harper education. Study shows a Harper education has a high return on the investment in comparison to those not pursuing higher education at all.

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

Supporting Rationale:
- Increased earnings over time after graduation show, on average, an accumulated total of almost $500,000 difference between a Harper degree and not having any higher education degree.
- Despite the decrease in grants available for two-year programs, the value of a Harper education is strong.

Sources:
- Illinois Student Assistance Commission
- Northern Illinois University, Center for Governmental Studies

Meeting the Needs of Business and Industry

Trend #11. Post-Recession Job Growth has been slow and some key industry sectors continue to struggle. The Healthcare, Education and Business and Professional Services sectors have enjoyed substantial job growth over the past five years, boosting overall employment in the Chicago metro area. However, other important sectors such as Construction, Manufacturing, Finance, Insurance and Real Estate are continuing to suffer job losses.

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

Supporting Rationale:
- Although local factors can play a significant role in job gains and losses, it appears that changes in the global economy, technology and industry restructuring are having a greater influence.
- Because many of the jobs being created or lost between these industries require vastly different skill-sets, the demand for education and training for dislocated workers should be strong.

Sources:
- Illinois Department of Employment Security.
- EASI Analytics, Inc.

Trend #12. Most of the demand for workers over the next decade will stem from the need to fill existing positions rather than from new jobs.
As the population continues to age and employers face a wave of retirements the demand for workers to replace them will grow. Job openings from existing positions will outpace new job openings.

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

Supporting Rationale:
- 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.
- 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.

Source:
- Illinois Department of Employment Security.

SWOT Analysis

In preparation for future planning, Harper College invested significant time and effort to conduct a thorough assessment of internal strengths and weaknesses as well as an external review of opportunities and threats – a SWOT Analysis. The SWOT analysis provides an evaluation that can focus institutional attention and inform planning processes. The analysis began with the identification and critical review of key institutional data. These key data sources included:

- Accountability Report
- Campus Master Plan
- College Plan
- Community College Survey of Student Engagement (CCSSE) results
- Community Scan
- Cultural Values Assessment results
- Environmental Scan
- Fact Book
- Follow-up Survey results
- National Community College Benchmark Project (NCCBP) results
- Personal Assessment of the College Environment (PACE) results
- Post-Harper Employment and Wage Outcomes
- Recent task force reports

As a result of the review of these documents the College's strengths, weaknesses, opportunities and threats began to surface. The analysis identified the current state of affairs, while highlighting areas in which Harper is strong as well as those that need 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 is met, the item is reviewed to determine if its data are documentable and measurable.
- Peer Comparison - If applicable, Harper can be compared to similar institutions.

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

The weaknesses identified in the SWOT Analysis are included on the next page, along with how they are being addressed. The full SWOT Analysis is included in the Appendix.

Weaknesses

#	Name	Item Description	Addressing the Weakness
1	Achievement Gaps	While persistence and completion rates have increased for most demographic groups, many of the achievement gaps identified in the 2014 SWOT still exist. Efforts supporting student success include improved placement methods, strengthened partnerships with high schools, and assigned advisors for credential-seeking students. Despite these efforts, gaps have only reduced for Hispanic students in some cases, but other groups continue to underperform when compared to their peers. Continued efforts to decrease gaps based on race/ethnicity, gender, and age are a priority of the College and essential to providing equitable opportunities for all students	• Operational Plan: Student Success • IEMs: Developmental Education, Success in Gateway Courses, Advancement, Student Persistence, Annual Completion • Continuing Strategic Plan work: Academic Planning and Pathways • Title III work: Educational Planning, Early Alert, Start Smart
2	Employee Climate Concerns	Although Harper College has taken steps to improve employee climate, data suggest employees may not be fully invested in the College. Results of the Personal Assessment of the College Environment (PACE) call attention to issues in institutional structure, climate, communication, and feelings of efficacy. Similar issues were identified in the 2016 administration of the Cultural Values Assessment (CVA)	• Operational Plan: Diversity, Employee Relations and Wellness • Continuing Strategic Plan work: Employee Skills Onboarding • Core Values Task Force
3	Employee Diversity	The racial/ethnic diversity of Harper College faculty and staff is not representative of the community it serves. While attention has been placed on increasing employee diversity, Harper is challenged to achieve a representative workforce within the College, and failure to do so could negatively impact student success and College climate.	• IEM: Employee Diversity • Organizational Design: Special Assistant to the President for Diversity and Inclusion • Operational Plan: Diversity
4	Enrollment	Harper's credit student enrollment has steadily declined in recent years, and the decline is projected to continue. Declining enrollment, along with uncertain state funding, places substantial strain on the College's financial resources.	• Operational Plan: Enrollment and Financial Aid • IEM: High School Market Penetration

Institutional Effectiveness and Accountability for Continuous Improvement

Accountability at Harper College reflects a commitment to the continuous improvement of all aspects of our mission, vision, and values. To illustrate our commitment to accountability and transparency, this section provides outcomes on three areas of accountability: Institutional Effectiveness Measures (IEMs), Strategic Plan, and Operational Plan. During FY2019, the College monitored targets for the IEMs and Strategic Goals. Progress against these targets, as well as outcomes on the Operational Plan targets, are conveyed in this section. Examples of the use of the results from this assessment are offered at the conclusion of this section.

College Accountability Structure

The College's integrated accountability structure is represented by the chart below. This accountability structure represents three key components.

	Component 1 Institutional Effectiveness Measures	Component 2 College Strategic Plan	Component 3 College Operational Plan
Cycle	Ongoing	4 year	Annual
Contents	Set of measures and related indicators	Strategic Goals	Goal Category Goal
Reporting	Annual	Annual	Annual
Description	Measures of effectiveness that are key to the College's mission, benchmarkable with other community colleges, and provide targets for performance.	Sets the College's direction and delineates goals that will move the College's agenda forward. Requires College-wide commitment and typically cannot be accomplished by a single organizational unit.	Lists the institutional-level goals to be completed each year including performance targets.

Results from FY2019 are summarized below.

Component 1: Institutional Effectiveness Measures

Institutional effectiveness is a process that involves the entire institution in the assessment of the College's performance on key indicators, called Institutional Effectiveness Measures (IEMs). These measures align with the mission and vision of Harper College as well as the needs and expectations of the College's internal and external stakeholders.

The Board of Trustees first approved and adopted IEMs for Harper College in FY2011. In FY2012 constituents from across the College joined in a campus conversation to recommend long-term IEM targets to be achieved in 2016. Progress to these targets was reported at the end of FY2017. At that time, historical data were examined in order to select recommended FY2020 targets for the IEMs. Current institutional priorities and initiatives also guided the development of these targets. Recommended targets were set using a framework that includes three categories:

- Expected – If we continue on our current path, this target represents the expected outcome.
- Improvement – A challenging, yet attainable target that can be achieved through increased effort.
- Stretch – A target achieved only if the measure is prioritized and institutional focus is placed on dramatic improvement.

The IEMs detail the College's progress in academic as well as non-academic areas. There are five measures in each category and within each measure are specific indicators that are monitored. Those in the academic areas are referred to as student success measures, and the non-academic areas are clustered in the institutional success measures.

Progress on targets for each of the indicators is reported as:
- **In Progress – Needs Attention**: This status indicates that based on current and trend data additional attention and effort is needed if the target is to be achieved by 2020.
- **In Progress – On Target**: This status indicates that based on current and trend data it is projected that 2020 target will be achieved.
- **Target Achieved**: This status will not be selected until 2020 data is available.

Overall, 76.9% (10/13) of student success indicators are on target to meet the 2020 targets and 58.3% (7/12) of institutional success indicators are on target to meet the 2020 targets. Among all indicators, 24% (6/25) have expected targets, 64% (16/25) have improvement targets, and 12% (3/25) have stretch targets.

The charts below summarize the measures and indicators, and also illustrate the status of each indicator at the end of FY2019.

Student Success IEMs

The student success IEMs detail the academic achievement of Harper College students. The student success measures are developmental education success, success in gateway courses, advancement, student persistence, and annual completions. Within each measure are indicators that provide specific data associated with the given student success measure.

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

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

Institutional Success IEMs

The institutional success IEMs detail the College's progress in non-academic areas. The measures of institutional success are employee diversity, high school market penetration, facilities, instructional cost, and information technology. Within each measure are indicators that provide specific data associated with the given institutional success measure.

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

Measure	Indicator	In Progress Needs Attention	In Progress On Target	Target Achieved
Employee Diversity	Diverse New Hires	███████	████	
	Underrepresented Employee Separations	███		
High School Market Penetration	Dual/Concurrent Credit Penetration Rate	███		
	Post-High School Penetration Rate	███		
	New in College Penetration Rate	███		
Facilities	Major Capital Expenditures	███		
	Major Preventative Maintenance Expenditures	███████	████	
	Energy Consumption	███████	████	
Instructional Cost	Cost Per Credit Hour	███████	████	
Information Technology	Student Success Technologies	███████	████	
	E-learning	███████	████	
	Classroom	███████	████	

Additional information on the IEMs can be found here.

Component 2: College Strategic Plan Goal Team Progress to Targets

Strategic Goals and accompanying targets were developed and final status is summarized below.

Final Status on FY 2016-2019 Goal Targets

Goal	Target	Not Achieved	Partially Achieved	Achieved
Academic Planning and Pathways	**Areas of Interest**			▇
	Undecided at Application	▇		
	Undecided at Registration			▇
Alignment of Employee Skills	**Barriers to Professional Development**			▇
	Process of Scaling Up			▇
	Climate of Professional Development	In Progress		
	Professional Development Dashboard			▇
	Flight of the Hawks			▇
Curriculum and Instruction	**Online/Blended Courses**			▇
	Student Course Retention			▇
	High-Impact Teaching Practices			▇
	0-15 Course Improvements		▇	
	Action Research			▇
	Open Educational Resources			▇
Stewardship	**Cost Impact Rubric**			▇
	Initiative Cost Analysis			▇
Student Experience	**Channels of Communication**			▇
	Culture of Care			▇
	Visual Roadmap			▇
	Texting			▇
	Culture of Care Activities			▇

Additional information on the progress of the Strategic Plan can be found here.

Component 3: College Operational Plan (SMARTER Goals)

The College's Operational Plan delineates the goals that address the College priorities as well as the activities that support the Strategic Plan. Each goal includes an identified Executive Council leader and administrative leader(s). Performance targets are identified for each goal, and performance is tied to the evaluation of the administrator.

The Operational Goal categories for the FY2019 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.

Overall accomplishments in FY2019 as a result of the College Operational Plan include the following:

- Achieved a graduation rate of 32.7%, the highest rate in Harper's recorded history.
- District voters supported a bond referendum with more than 61% voting yes to the College's request to raise $180 million dollars in support of capital projects. This is the largest referendum in the College's history, as well as the largest affirmative vote.
- Increased persistence rates for full- and part-time students. Since 2013-14, fall to fall persistence has increased by more than six percentage points for both full- and part-time students.
- Secured an additional $1,166,074 for the Promise Scholarship Program that was matched by one million dollars by the Board of Trustees, resulting in an additional $2,166,074.
- Registered 6,374 district high school freshmen as the fourth cohort of Promise Scholars, with 2,781 sophomores and 2,094 juniors continuing to meet Promise criteria. Approximately 670 seniors met all Promise criteria and more than 400 will enter Harper in fall as Promise Scholars.
- Reaffirmed Harper's Aaa Moody credit rating.
- Honored local philanthropists for their investments in Harper by naming facilities: Foglia Foundation Heath and Recreation Center; Drs. Kenneth and Catherine Ender Pavilion; Dr. Judith Marwick Experimental Classroom; Ian Dustan Memorial Pediatric Room; Building Energy Systems Technology: BEST Laboratory, made possible by a contribution from Daikin North America; Polly Paine Classroom; and the Basch Classroom. To honor the memory of Craig Stettner, the Harper College Prairie has been named the Craig Stettner Prairie at Harper College.
- Received the 2018 Illinois Council of Community College Administrators (ICCCA) Innovation award for apprenticeship work with Zurich North America.
- Recognized by the National Institute for Learning Outcomes Assessment as a 2018 Excellence in Assessment Designee. Harper received the designation based on its strong work in general education assessment, its use of research and best practices, and its inclusion of stakeholders.
- Continued advances to the 2010 Campus Master Plan with completion of the Foglia Foundation Health and Recreation Center, Building D Mass Communication Lab, and Math Classroom.

The following items were not completed or the target was not met in FY2019:

- Respond to draft Illinois Community College Board (ICCB) Recognition Report by June 2019. Status: ICCB recognition process occurred later than anticipated (date set by ICCB).
- Maintain enrollment at a flat level. Status: Experienced a 2.2% enrollment decrease for FY2019.
- Create Canning Center for "One Stop" and other services. Status: The state did not release funds.
- Implement new programming in credit and non-credit areas. Status: Enrollment goals were not met for new programs in Surgical Technology and Personal Trainer Certificate. Physical Therapy Asssitant (PTA) program was delayed by accreditation and will begin fall 2019.
- Schedule and advertise the Associates in Arts degree and other certificates identified by partners in the AcceleratEd Pathways Program. Status: The partnership with Pearson AcceleratEd Pathways Program was determined unsustainable by the College and discontinued.

More information on the results of the FY2019 Operational Plan can be found in the [Institutional Accountability Report.](#)

Use of Results for Continuous Improvement

As a result of the College's institutional effectiveness assessment processes, budgetary and programmatic changes were made and are reflected in the FY2020 budget. Below is a summary of the modifications.

Support of Learning

The College reallocated resources to support enhancements to current programs of study, launch a new initiative, support ongoing distance learning offerings, and streamline placement. The following projects required redistribution of resources to ensure quality education, which is a hallmark of Harper's mission:

- Revamping of the Dietetic Technician lab to create a new Nutrition lab, including replacement and disposal of antiquated equipment to properly retool the Nutrition lab.
  $27,500
- Upgrade Sieman's equipment in the Sonography program to ensure students are learning on state-of-the art instrumentation, common in the workplace.
  $170,000
- Addition of a Distance Learning Manager to ensure quality and manage growth of online and blended courses/programs. Funding was added to existing budget lines to support the position.
  $42,500
- Additional personnel and programing for the Student Veterans and Military-Connected program. This program provides resources for returning veterans pursuing post-secondary education.
  $50,000
- Creation of a Maker Space to support entrepreneurial programming. Reallocation of funding supports personnel and equipment, which will aid economic development in Harper's district.
  $137,000
- Expanded use of ALEKS software for mathematics placement testing. ALEKS provides a customized approach to remediating weak areas for students, enhancing the learning process.
  $50,000

Software for Operational Efficiencies

The College formed a task force to review current practices for employee performance evaluations. As a result, evaluation criteria were modified and an online system is being deployed.
$19,300

Funding for the replacement of the College's Enterprise Resource Planning (ERP) software, used for all financial transactions and in human resource management, was provided in FY2019. Additional funding has been reallocated to ensure backfill of personnel during implementation, as well as specialized consultants to assist with system configurations.
$750,000

Safety and Security

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

- Additional security cameras are being placed at the Harper Professional Center, an extension site of the College which offers complete programs of study.
  $9,000
- Campus fire sprinkler testing is planned. This practice is critical to ensuring proper deployment of the system in the event of a fire.
  $75,000
- Upgrade the digital radio system for Harper College Police Department to ensure clear communications between dispatch and officers, as well as between officers.
  $110,000
- Develop a back-up system for the Computer Data Center in Building Y to ensure redundancy in case of failure. This ensures data integrity for key systems including student, financial, and human resources.
  $694,000

Modification of Academic Programs

The Operational Plan includes a goal to complete reviews of programs. As a result, the following academic programs were modified. All actions were taken through the College's shared governance system via the Curriculum Committee.

- Accounting A.A.S.
- Basic Manufacturing Certificate
- Business Administration A.A.S.
- Business Administration, E-marketing Certificate
- Business Administration, Entrepreneurship Certificate
- Business Administration, Financial Management Certificate
- Computer Information Systems, Information Systems A.A.S.
- Computer Information Systems, Information Technology A.A.S.
- Computer Numerical Control Operator I Certificate
- Computer Numerical Control Operator II Certificate
- Dental Hygiene A.A.S.
- Early Childhood Education A.A.S.
- Early Childhood Education Teacher Certificate
- Emergency Medical Services A.A.S.
- Emergency Medical Technician Certificate
- Fire Science A.A.S.
- Geographic Information Systems Certificate
- Graphic Arts A.A.S.
- Hospitality Management A.A.S.
- Maintenance Technology A.A.S
- Manufacturing Technology A.A.S

- Medical Assistant Certificate
- Medical Office Administration A.A.S
- Paraprofessional Educator A.A.S.
- Paraprofessional Educator Certificate
- Personal Training Certificate
- Physical Therapy Assistant A.A.S.
- Teaching English to Speakers of Other Languages Certificate
- Web Development A.A.S.
- Welding Technology A.A.S.

New program:
- Business Administration, Social Commerce and Sales Certificate

Strategic Planning

William Rainey Harper College utilizes a broad, collaborative, community-based strategic planning process to ensure the College continues to meet the changing needs of its students and the community. Harper College engages in frequent assessment of the students and the community we serve. Prior to development of a strategic plan, the College conducts a thorough assessment of internal strengths and weaknesses as well as an external review of opportunities and threats – a SWOT Analysis. The SWOT analysis provides an evaluation that informs the planning process.

During FY 2020, building on the items identified in the SWOT Analysis, the College will engage in the following activities to develop its FY 2021-2024 Strategic Plan. The year-long planning process will be led by the Strategic Planning and Accountability Committee (SPA), a shared governance committee of the College. The process includes:

- Dialogue Sessions: Four dialogue sessions will be held in fall 2019 to invite broad-based campus discussion on the issues facing the College. The dialogue sessions will include expert panelists (internal and external representatives). Constituent input and feedback is the critical intended outcome of these sessions. Sessions will include panel discussions with time for questions and answers, as well as feedback collected through surveys. Topics for the dialogue sessions will focus on four key groups as follows:
  - Employees: Professional Growth and Service
  - Students: Education in the 21st Century
  - Businesses/Employers: The Changing Landscape of Work
  - Community: The Changing Landscape of the Community

  As a result of the dialogue sessions, four Whitepapers will be developed and reviewed by the SPA Committee to identify emerging themes.

- Data Summits: Four data summits will be held in fall 2019 to examine and discuss data related to students, employees, businesses/employers, and the community. The purpose of these summits is to facilitate constituent engagement with key institutional data. As a result of this engagement, it is anticipated that common themes will emerge from the data discussions. Data summit themes will be recorded and reviewed by the SPA Committee.

- SPA Committee Work: In late fall 2019/early spring 2020 the SPA Committee will review the output from the dialogue sessions and data summits and synthesize these inputs into themes for review at the Strategic Planning Conference.

- Strategic Planning Conference: A two-day Strategic Planning Conference will be held in spring 2020. Day one of the conference will include both internal and external constituents with a goal of validating the themes resulting from the dialogue sessions and data summits. Day two of the conference will include the SPA committee along with representatives from all employee groups of the College to develop strategic goals related to the themes.

- Shared Governance Process: In mid-late spring 2020 the FY 2021-2024 Strategic Plan (themes and goals) will be presented to the campus for feedback through the shared governance process. Upon campus review, the Strategic Plan will be presented to the Board of Trustees for approval.

- The FY 2021-2024 Strategic Plan will be launched in July 2020.

Harper College Operational Plan for FY2020 (SMARTER Goals)

Overview

The College's Operational Plan delineates the operational goals to be completed in FY2020. Each goal includes an identified Executive Council leader and institutional leader, Title III/IEM/risk category and fund in which its support activities are budgeted. Performance targets are identified for each goal, and performance is tied to the evaluation of the administrator.

The Operational Goal categories for the FY2020 plan include:

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

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

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

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

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

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

Financial:
Effectively develop, plan, and manage our financial resources.

Safety:
Ensure the safety of the Harper Community.

Student Success:
Operationalize student success initiatives.

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

Workforce Development/Economic Development:
Ensure Harper College provides workforce and entrepreneurial training and education and supports the region's economic health.

Accountability, Institutional Effectiveness, Transparency and Governance:
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.

	Goal	Target	Executive Council Lead	Institutional Lead	Title III IEM Risk	Budgeted In
1	Conduct the Personal Assessment of the Campus Environment (PACE) survey.	Administer survey by November 2019. Share results and consult on use of data for improvement by June 2020.	Maria Coons	*Kathy Coy Darlene Schlenbecker		Education Fund
2	Complete the Environmental Scan.	Complete scan by March 2020. Share results and consult on how to leverage the data by June 2020.	Maria Coons	*Kathy Coy Darlene Schlenbecker		Education Fund
3	Communicate results of the Community Scan, which includes the Community Survey and the Employer Survey.	Share results with the campus community, focusing on three to five key points from the survey, by August 2019. Consult on use of data with key groups by December 2019. Gather input on how Community Scan data was used by June 2020.	Maria Coons	*Kathy Coy Darlene Schlenbecker		Education Fund

	Goal	Target	Executive Council Lead	Institutional Lead	Title III IEM Risk	Budgeted In
4	Ensure student learning outcomes assessment is conducted and results utilized to improve student success.	Complete the course-level assessment cycle for all departments by June 2020. Complete the program-level assessment cycle for all instructional programs and student support/administrative units by June 2020. Conduct a large-scale general education assessment of the Information Literacy outcome by June 2020. Conduct a follow-up general education assessment of the Diverse Perspectives outcome by June 2020.	Maria Coons Brian Knetl	*Deann Surdo Travaris Harris Joanne Ivory Kimberley Polly Jaime Riewerts Darlene Schlenbecker	*IEM:* Success in Gateway Courses	Education Fund
5	Increase data accessibility and usage.	Conduct a campus-wide data engagement activity by June 2020.	Maria Coons	*Darlene Schlenbecker Kathy Coy Deann Surdo	*IEM:* All	Education Fund
6	Develop a new four-year Strategic Plan.	Engage the community in developing a new strategic plan by June 30, 2020.	*Avis Proctor Maria Coons	Darlene Schlenbecker Strategic Planning and Accountability Committee		Education Fund

Communications and Community Relations:

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

	Goal	Target	Executive Council Lead	Institutional Lead	Title III IEM Risk	Budgeted In
7	Execute local, state, and national media outreach.	Create and/or facilitate 36 local stories that incorporate one or more key messages related to Dr. Proctor, presidential priorities, and strategic goals by June 2020. Ensure share of voice by exceeding local story count as compared to peer community colleges by June 2020. Place 18 trade journal articles by June 2020.	Laura Brown	*Jeff Julian Kim Pohl		Education Fund
8	Establish relationships with elected and public officials by implementing a legislative engagement plan and involving Board members and other key individuals.	Attend the annual American Community College Trustees Legislative Summit and schedule four meet and greet sessions with Dr. Proctor and elected officials by February 2020. Schedule four meet and greet sessions with Dr. Proctor and elected State or local officials on campus or in the district by June 2020. Host a legislative update breakfast by June 2020.	Laura Brown	*Jeff Julian Kim Pohl		Education Fund

Diversity:

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

	Goal	Target	Executive Council Lead	Institutional Lead	Title III IEM Risk	Budgeted In
9	Conduct a five-year program assessment of the Diversity Plan.	Convene Diversity and Inclusion assessment team by September 2019. Design assessment questions by November 2019. Conduct evaluation by February 2020. Analyze data by April 2020. Present final report by June 2020.	Michelé Smith	*Pearl Ratunil Roger Spayer Deann Surdo	*IEM:* Diversity	Education Fund
10	Address desired cultural values identified by the Cultural Values Assessment (CVA).	Communicate CVA results with campus community by September 2019. Identify three to five strategies that respond to the results of the CVA by October 2019. Develop strategy evaluation plans by December 2019. Implement strategies by January 2020. Collect preliminary data on implemented strategies by June 2020.	Michelé Smith	*Pearl Ratunil Kathy Coy	*IEM:* Diversity	Education Fund

Employee Relations and Wellness:

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

	Goal	Target	Executive Council Lead	Institutional Lead	Title III IEM Risk	Budgeted In
11	Finalize a mutually satisfactory collective bargaining agreement with the IEA-NEA representing the Facilities staff.	Complete negotiations for an employment agreement to be presented to the Board of Trustees for approval by June 2020.	Ron Ally	*Roger Spayer Darryl Knight		Education, Operations and Maintenance Funds
12	Institutionalize the "Soar Together" orientation as part of new employee onboarding and employee training.	Identify staff members to be trained to deliver content as backup or successor presenters by September 2019. Conduct four training sessions for new and continuing employees by May 2020. Implement any modification or new program segments by June 2020.	Ron Ally Brian Knetl	*Roger Spayer Vicki Atkinson Bev Riley		Education, Operations and Maintenance Funds
13	Operationalize the Supervisor/Manager Toolkit.	Choose an instructional designer to work with content experts and develop the structure and content of modules by March 2020. Pilot the Supervisor/Manager Toolkit with new managers by June 2020.	Ron Ally	*Roger Spayer		Education Fund

	Goal	Target	Executive Council Lead	Institutional Lead	Title III IEM Risk	Budgeted In
14	Assess health behaviors of employees and students.	Conduct research and needs assessment related to Harper employee and student health by March 2020. Share results of research and needs assessment and make recommendations by May 2020.	Ron Ally Brian Knetl	*Mary Kay Harton Sheryl Otto Beth Ripperger Roger Spayer		Educational Fund
15	Establish wellness marketing identity.	Publish wellness information through Harper Intranet Portal (HIP) and the external website for staff and students by September 2019. Create and establish a strategic marketing plan for the Employee and Student Wellness area by October 2019.	Ron Ally Brian Knetl	*Mary Kay Harton Mike Barzacchini Sheryl Otto Beth Ripperger Roger Spayer Becki Suthers		Educational Fund

	Goal	Target	Executive Council Lead	Institutional Lead	Title III IEM Risk	Budgeted In
16	Encourage employees to engage in health and wellness activities at the Foglia Health and Recreation Center.	Establish an official employee walking program that utilizes the Foglia Health and Recreation Center walking track by August 2019. Design a weekly promotional/ free fitness class for employees once per week by September 2019. Provide two free fitness assessments, in partnership with the personal trainers, for 40 employees by April 2020. Provide at least two health and wellness events at the Recreation Center by May 2020. Provide three health and wellness lunch and learn workshops for employees per semester by May 2020. Establish one wellness personal or team-based challenge per semester by May 2020. Increase employee visits by 10%, from 5,500 to 6,050, by June 2020. Offer a minimum of 20 free group fitness class options with membership, in partnership with Palatine Park District, by June 2020.	Ron Ally Brian Knetl	*Mary Kay Harton Julie Bearden Sheryl Otto Beth Ripperger Roger Spayer		Educational Fund

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	Title III IEM Risk	Budgeted In
17	Manage overall College enrollment.	Maintain enrollment at a flat level by targeting the following audiences by June 2020 (goal of 9,118): • Apprenticeship Programs: Increase enrollment by 20 FTEs. • Increase new student credential-seeking enrollment by 10 FTEs. • Increase returning student credential-seeking enrollment by 26 FTEs.	Brian Knetl	*Claudia Mercado Vicki Atkinson Mike Barzacchini Jennifer Brennan Kathy Bruce Kimberly Chavis Maggi Franks Travaris Harris Mary Kay Harton Kris Hoffhines Joanne Ivory Rebecca Lake Mark Mrozinski Sheryl Otto Bob Parzy Kimberley Polly Jaime Riewerts Darice Trout	*IEM:* Market Penetration, Student Persistence	Education Fund

	Goal	Target	Executive Council Lead	Institutional Lead	Title III IEM Risk	Budgeted In
18	Increase enrollment of adult students.	Define adult student by August 2019. Use Community Scan data to identify adult educational needs and preferences by October 2019. Develop adult recruitment strategic plan by December 2019. Identify strategies to increase adult enrollment by January 2020. Implement at least one strategy by June 2020.	Brian Knetl Michelé Smith	*Claudia Mercado Vicki Atkinson Mike Barzacchini Jennifer Brennan Kathy Bruce Kathy Coy Maggi Franks Joanne Ivory Mark Mrozinski Sheryl Otto Bob Parzy	*IEM:* Student Persistence	Education Fund
19	Evaluate relationship with Elgin Community College and Hanover Park at the Education and Work Center.	Make recommendation to the Board whether or not to continue collaboration with Elgin Community College at the Education and Work Center in Hanover Park by June 2020.	Ron Ally Brian Knetl	*Joanne Ivory Bret Bonnstetter Jeff Julian		Education Fund
20	Develop 1.6 vocational credit courses in conjunction with academic programs.	Grow 1.6 vocational credit enrollment by 15 FTE by June 2020. Develop two to three new content areas for 1.6 vocational credit classes by June 2020. Develop two to three new noncredit to credit pathways by June 2020.	Brian Knetl Michelé Smith	*Joanne Ivory Mark Mrozinski		Education Fund

	Goal	Target	Executive Council Lead	Institutional Lead	Title III IEM Risk	Budgeted In
21	Implement recommendations of the Hispanic Strategic Enrollment Management Task Force.	Develop bilingual website by December 2019. Pilot FYS for students placing in developmental education by December 2019. Develop a predictive part-time scheduling model by June 2020. Increase capacity for Spanish language employees by June 2020.	Laura Brown Maria Coons Brian Knetl	*Claudia Mercado Susanne Brock Kathy Coy Maggi Franks	*IEM:* Student Persistence, Developmental Education Success *Title III:* Start Smart	Education Fund

Facilities:

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

	Goal	Target	Executive Council Lead	Institutional Lead	Title III IEM Risk	Budgeted In
22	Create Canning Center in Buildings A/K for "One Stop" and other services.	Identify new Steering Committee by October 2019. Begin professional services selection by February 2020.	Ron Ally	*Darryl Knight Steve Petersen	*IEM:* Facilities	Operations and Maintenance (Restricted) Fund
23	Develop the 2021 Campus Master Plan to comply with Illinois Community College Board requirements.	Identify Steering Committee by November 2019. Begin professional services selection by March 2020. Request FY2021 funding by March 2020.	Ron Ally	*Darryl Knight Brian Knetl Steve Petersen	*IEM: Facilities*	Operations and Maintenance (Restricted) Fund

Financial:
Effectively develop, plan and manage our financial resources.

	Goal	Target	Executive Council Lead	Institutional Lead	Title III IEM Risk	Budgeted In
24	Evaluate dining services agreement prior to the initial term expiration in December 2019.	Evaluate vendor performance and recommend an annual contract extension or Request for Proposal (RFP) process by July 2019. If RFP process is recommended, complete the RFP process for operation of dining services and select a vendor by October 2019.	Ron Ally	*Bret Bonnstetter Rich Seiler		Auxiliary Enterprises Fund

Safety:
Ensure the safety of the Harper Community.

	Goal	Target	Executive Council Lead	Institutional Lead	Title III IEM Risk	Budgeted In
25	Exercise the College's Emergency Operations Plan (EOP) by conducting an emergency exercise and drills.	Hold a fire evacuation drill by November 2019. Hold an active shooter drill by February 2020. Hold a campus wide tornado drill by April 2020. Conduct an emergency exercise of the EOP by June 2020.	Ron Ally	*Claude Casaletto Sara Gibson Kim Pohl	*Risk:* Crisis Communications, Disaster Preparedness	Education Fund
26	Prevent sexual harassment on campus and ensure compliance with Title IX and other state and federal regulations on sexual harassment amongst students, faculty, and staff.	Students: • Select a vendor and conduct consent training by September 2019. • Assess if consent training should be an annual institutional offering by December 2019. Faculty and Staff: Select a vendor and conduct healthy relationship training by October 2019. Students, Faculty, and Staff: Select a vendor and conduct bystander training to develop and scale-up a train the trainer program by April 2020.	Ron Ally Brian Knetl	*Bev Riley (faculty and staff) *Mary Kay Harton (students) Sara Gibson	*Risk:* Sexual Harassment	Education Fund

	Goal	Target	Executive Council Lead	Institutional Lead	Title III IEM Risk	Budgeted In
27	Develop roof safety program per OSHA regulations.	Complete Phase 1 installation of roof guards and fall protection by October 2019. Design and bid Phase 2 installation of roof guards and fall protection by February 2020.	Ron Ally	*Sara Gibson Darryl Knight		Education Fund

Student Success:

Operationalize student success initiatives.

	Goal	Target	Executive Council Lead	Institutional Lead	Title III IEM Risk	Budgeted In
28	Reduce textbook and course material costs for students.	Design a program for expanded faculty implementation of Open Educational Resources (OER)/no cost/low cost course materials by October 2019. Implement OER/no cost/low cost course materials in 50 additional course sections (baseline = 36 sections) by February 2020.	Ron Ally Brian Knetl	*Mike Bates Bret Bonnstetter Kathy Bruce Kimberly Chavis Travaris Harris Joanne Ivory Kimberley Polly David Richmond Jaime Riewerts	*IEM:* Student Persistence, Gateway Course Success	Auxiliary Enterprises Fund, Education Fund
29	Complete the ICCB program review process.	Conduct 17 program reviews resulting in program improvement plans by June 2020: • Fashion Merchandising • Hospitality/Hotel Management • Alternative Electrical Energy • Nursing • Certified Nursing Assistant • Community Health Care Worker • Art • Humanities • Music • Philosophy • World Languages • Adult Education • ESL/Linguistics • Library • Academic Advising • Counseling Services • Access and Disability Services	Maria Coons Brian Knetl	*Mike Bates Vicki Atkinson Kimberly Chavis Kathy Coy Travaris Harris Joanne Ivory Njambi Kamoche Sheryl Otto Jaime Riewerts Darlene Schlenbecker Darice Trout		Education Fund

	Goal	Target	Executive Council Lead	Institutional Lead	Title III IEM Risk	Budgeted In
30	Manage the transition of high school Promise Scholars.	Create a database with Harper volunteer opportunities for Promise Scholars to engage in by August 2019. Create opportunity for Promise Scholars to engage with donors by December 2019. Establish baseline metrics for future success of Harper Promise cohorts by May 2020. Implement three employer engagement opportunities for Promise Scholars by June 2020.	Laura Brown Michelé Smith	*Sean Warren-Crouch Mark Mrozinski Heather Zoldak	*IEM:* Market Penetration, Student Persistence	Education Fund

	Goal	Target	Executive Council Lead	Institutional Lead	Title III IEM Risk	Budgeted In
31	Implement new programming.	Admit/enroll 24 students into the Physical Therapy Assistant program by December 2019. Offer Practical Nursing (PN) evening/weekend program by December 2019. Develop plans for part-time/ weekend program in Dental Hygiene. • Submit phase 2 curriculum changes by December 2019. • Submit part-time proposal to CODA by December 2019. • Plan admissions, marketing, faculty, and scheduling by May 2020. • Begin admission process by June 2020. Develop Medical Cannabis Certificate by January 2020. Establish Certified Nursing Assistant to PN Apprenticeship Program with Journey Care by January 2020. Establish Medical Assisting Apprenticeship with Northwest Community Hospital by January 2020.	Brian Knetl	*Kimberly Chavis		Education Fund

	Goal	Target	Executive Council Lead	Institutional Lead	Title III IEM Risk	Budgeted In
32	Increase the number of degree and certificate completions.	Award 3,864 degrees and certificates, a 5% increase over the 3,680 IEM target, by June 2020.	Brian Knetl	*Claudia Mercado	*IEM:* Annual Completions, Advancement	Education Fund
33	Implement new counseling structure and monitor advising model.	Implement new counseling services model to provide crisis, personal, career, and educational counseling support to students by August 2019. Increase advisor seen rates from 63% in fall 2018 to 69% in fall 2019 for new, first time in college, degree-seeking students who enter the College with a 'moderate' fall-to-spring persistence prediction score by December 2019. Increase advisor seen rates from 47% in fall 2018 to 50% in fall 2019 for all enrolled, assigned students by December 2019. Increase the percent of new, developmentally-placed, degree-seeking students who enroll in needed developmental coursework in fall semester from 64% in fall 2018 to 68% in fall 2019 by December 2019.	Brian Knetl	*Sheryl Otto Vicki Atkinson Claude Casaletto Kris Hoffhines Caryn Levington Matt McLaughlin	*IEM:* Student Persistence	Education Fund

	Goal	Target	Executive Council Lead	Institutional Lead	Title III IEM Risk	Budgeted In
34	Integrate Areas of Interest into the institutional structure.	Increase the number of new degree-seeking students participating in a Start Smart experience, from 611 in fall 2018 to 1,313 in fall 2019, by December 2019. Maintain a rate of 90% for new degree-seeking students completing a Start Smart experience (fall 2019 and spring 2020) who develop an electronic educational plan to completion in Degree Works by June 2020. Revise Core Team function and structure based on assessment data from 2018-2019 academic year by December 2019.	Brian Knetl	*Kathy Bruce Vicki Atkinson Darice Trout	*Title III:* Start Smart, Educational Planning *IEM:* Student Persistence	Education Fund

	Goal	Target	Executive Council Lead	Institutional Lead	Title III IEM Risk	Budgeted In
35	Support the continuous improvement of online and blended courses.	Provide professional development for 10 peer reviewers to improve consistency amongst reviewers by December 2019. Continue to implement the course design review process for 20% of total distance education course sections by June 2020. Support 10 faculty members in making Priority 1 modifications to improve online course design by June 2020. Train at least 20 new online instructors by June 2020. Hire a consultant to assess distance learning offering by November 2019. Consultant makes recommendations to improve distance learning by March 2020.	Brian Knetl	*Mike Bates	*IEM:* Student Persistence	Education Fund
36	Explore feasibility of adding additional Integrated Career and Academic Preparation System (ICAPS) Programs.	Review CLARUS Community Survey Learning and Career Center Add-on Report by August 2019. Determine if one additional ICAPS cohort would be viable for spring 2020 by November 2019.	Brian Knetl Michelé Smith	*Joanne Ivory Jennifer Brennan Andrea Fiebig		Education Fund

	Goal	Target	Executive Council Lead	Institutional Lead	Title III IEM Risk	Budgeted In
37	Investigate the need for a placement floor in mathematics.	Make a recommendation to Academic Standards on a floor for placement into developmental mathematics by December 2019.	Brian Knetl	*Kathy Bruce Kimberley Polly	*IEM:* Developmental Education Success, Success in Gateway Courses	Education Fund
38	Implement new developmental mathematics and English policies designed to increase student success.	Continue pilot of developmental mathematics repeat policy that includes interventions to improve success rates for students taking a class for the third time by December 2019. Pilot repeat policy interventions with English by December 2019. Make policy recommendations to Academic Standards by May 2020.	Brian Knetl	*Kathy Bruce Kimberley Polly Jaime Riewerts	*IEM:* Developmental Education Success, Success in Gateway Courses	Education Fund
39	Encourage students to engage in health and wellness activities at the Foglia Health and Recreation Center.	Provide two free fitness assessments, in partnership with the personal trainers, for 40 students by April 2020. Establish one wellness personal or team-based challenge per semester by May 2020. Provide at least three health and wellness events per semester by May 2020. Increase student visits from 87,000 to 95,000 by June 2020.	Brian Knetl	* Mary Kay Harton Julie Bearden Sheryl Otto Beth Ripperger	*IEM:* Student Persistence	Education Fund

Technology:

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

	Goal	Target	Executive Council Lead	Institutional Lead	Title III IEM Risk	Budgeted In
40	Replace the current Oracle EBS Financial and Human Resources (HR) systems.	Identify the milestones and timeline for implementation by September 2019. Track and meet milestones and timeline through June 2020. Note: Complete implementation anticipated in FY2021.	Ron Ally	*Patrick Bauer (IT) *Bret Bonnstetter (Finance) *Roger Spayer (HR) Jeff Julian		Education Fund
41	Upgrade and improve the Student Information System through implementation of Banner 9 Self Service modules.	Implement Student Self-Service and self-service modules by June 2020.	Ron Ally Brian Knetl	*Claudia Mercado Patrick Bauer		Restricted Purposes Fund

Workforce Development/Economic Development:

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

	Goal	Target	Executive Council Lead	Institutional Lead	Title III IEM Risk	Budgeted In
42	Complete implementation of Phase III of the University Center concept.	Add at least one new academic program to University Center offerings by March 2020. Secure 500 new student inquiries by June 2020. Enroll 75 new student participants in University Center programs by June 2020.	Brian Knetl Michelé Smith	*Bob Parzy Mark Mrozinski	*IEM:* Advancement, Annual Completions	Education Fund Auxiliary Fund
43	Initiate new strategic vision of the Job Placement Resource Center (JPRC) that focuses on job placement services for area businesses.	Develop a placement strategy in conjunction with employers and on-campus partners by October 2019. Review JPRC job descriptions to realign the strategic vision of the Center by October 2019. Investigate Joyce Foundation Grant to support placement strategy for JPRC by October 2019. Launch new services package to employer partners by January 2020. Engage 30 employers for placement services by June 2020.	Michelé Smith	*Rebecca Lake Mark Mrozinski		Education Fund

	Goal	Target	Executive Council Lead	Institutional Lead	Title III IEM Risk	Budgeted In
44	Redesign the functions of the workforce area to incorporate a business outreach focus.	Finalize the Business Outreach Plan by August 2019. Design and implement lead management process for the Workforce Solutions Division by December 2019. Increase the level of engagement (e.g. from level 1 to level 2) for 10% of currently engaged businesses by June 2020.	Michelé Smith	*Mark Mrozinski Joanne Ivory Rebecca Lake		Education Fund

Executive Council/Institutional Lead and Related Department

Executive Council / Institutional Lead	Department
Ron Ally	Finance and Administrative Services
Vicki Atkinson	Student Development
Mike Barzacchini	Marketing Services
Mike Bates	Academy for Teaching Excellence
Patrick Bauer	Information Technology
Julie Bearden	Student Engagement
Bret Bonnstetter	Accounting Services
Jennifer Brennan	Learning and Career Center
Susanne Brock	Advancement/Foundation
Laura Brown	Advancement/Foundation
Kathy Bruce	Interdisciplinary Student Success
Claude Casaletto	Police Department
Kimberly Chavis	Health Careers
Maria Coons	Institutional Planning and Strategic Alliances
Kathy Coy	Institutional Research
Andrea Fiebig	Adult Education Development
Maggi Franks	Workforce Development
Sara Gibson	Facilities Management
Travaris Harris	Business and Social Science
Mary Kay Harton	Student Engagement
Kris Hoffhines	Academic Advising and Counseling
Joanne Ivory	Career and Technical Programs
Jeff Julian	Communications
Njambi Kamoche	Resources for Learning
Brian Knetl	Provost's Office
Darryl Knight	Facilities Management
Rebecca Lake	Workforce and Economic Development
Caryn Levington	Student Development
Matt McLaughlin	Student Affairs
Claudia Mercado	Enrollment Services
Mark Mrozinski	Workforce Solutions
Sheryl Otto	Student Affairs
Bob Parzy	Admissions Outreach
Steve Petersen	Facilities Management
Kim Pohl	Communication
Kimberley Polly	Math and Science
Avis Proctor	President's Office
Pearl Ratunil	President's Office/Diversity and Inclusion
David Richmond	Faculty Senate President
Jaime Riewerts	Liberal Arts
Bev Riley	Human Resources
Beth Ripperger	Student Engagement

Executive Council / Institutional Lead	Department
Darlene Schlenbecker	Planning and Institutional Effectiveness
Rich Seiler	Accounting Services
Michelé Smith	Workforce and Strategic Alliances
Roger Spayer	Human Resources
Deann Surdo	Institutional Effectiveness Outcomes Assessment
Becki Suthers	Communication
Darice Trout	Interdisciplinary Student Success
Sean Warren-Crouch	Workforce Solutions
Heather Zoldak	Advancement/Foundation

Identified Risk Area

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

Risk Area	Addresses Item/Responsibility
Crisis Communications	**Crisis Communications Plan** Kim Pohl and Jeff Julian
Disaster Preparedness	**Protection of People/Life Safety** Claude Casaletto
Sexual Harassment	**Compliance with Title IX of the Education Amendments including Cleary Act and State Laws and "Me Too" issues in the workplace** Mary Kay Harton, Bev Riley, Gabe Lara
Minors on Campus	**Minors on Campus** Mary Kay Harton, Mark Mrozinski

Operational Plan Cross Reference

	Operational Plan Item Number
IEM	
Advancement	5, 32, 42
Annual Completions	5, 32, 42
Developmental Education Success	5, 21, 37, 38
Employee Diversity	5, 9, 10
Facilities	5, 22, 23
High School Market Penetration	5, 17, 30
Information Technology	5
Instructional Cost	5
Student Persistence	5, 17, 18, 21, 28, 30, 33, 34, 35, 39
Success in Gateway Courses	4, 5, 28, 37, 38
Risk	
Crisis Communications	25
Disaster Preparedness	25
Minors on Campus	
Sexual Harassment	26
Title III	
Educational Planning	34
Start Smart	21, 34

Basis of Accounting and Budgeting, and Fund Descriptions

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

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

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

- The Education, Operations and Maintenance Audit and Liability, Protection and Settlement Funds are considered the general operating funds of the College. These are funds that are tax-capped, for which local property taxes can be levied but are subject to the Property Tax Extension Limitation Law. By law, taxes in the Audit Fund are restricted only for the payment of auditing expenditures, and the Liability, Protections and Settlement Fund is restricted only for the payment of tort liability, unemployment insurance, and workers' compensation insurance and claims.

- The Auxiliary Enterprises Fund is an enterprise fund, used to account for operations that are financed and operated in a manner similar to private business enterprise. Examples recorded under this fund would be the Harper Store, Dining and Conference Services, and Continuing Education.

- The Restricted Purposes Fund is a special revenue fund, used to account for the proceeds of specific revenue sources that are restricted to expenditures for specific purposes. The majority of this fund accounts for grants and financial aid.

- The Bond and Interest Fund is a debt service fund, restricted to account for the accumulation of resources for and the payment of principal, interest and related costs.

- The Operations and Maintenance (Restricted) Fund is a capital projects fund, used to account for financial resources to be used for the acquisition or construction of major capital facilities.

- The Working Cash Fund is a permanent fund, of which only the accumulated earned interest may be transferred to other funds to meet one-time needs.

BUDGET PREPARATION PROCESS

Board Financial Guidelines

Balanced Budget

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

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

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

Revenue Diversification

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

Fees

The College charges other fees to support a variety of services and activities including student activities, registration fees, application fees, and distance learning fees. Course fees may be assessed as needed to offset the cost of specialized course materials or experiences that are consumed during the semester.

Use of One Time Revenue

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

Use of Unpredictable Revenue

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

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

Debt

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

Asset Inventory and Appraisal

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

Board Financial Policies

Tuition and Per Credit Hour Fees

Tuition is set by the Board. In December, 2015 the Board policy was amended to limit the annual tuition and per credit hour fee increases to 5% of total tuition and fees or the Illinois statute limitation using the Higher Education Cost Adjustment (HECA) rate change as a guideline, as appropriate, to promote a balanced budget for Harper College and financial consistency for Harper students.

Board policy 07.01.04 Revised 12/16/15

Fund Balance Definition and Target

Fund balance will be defined as the dollars left in a fund at the end of a fiscal year. The College will support quality teaching and learning through sound financial practices consistent with maintaining a Aaa bond rating. This includes maintaining a fund balance in the Tax-Capped Funds between 40% and 60% of the budgeted annual expenditures.

Board policy 07.01.04 Revised 6/20/12

Accountability

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

Board policy 07.01.05

Budget Planning Calendar & Process

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

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

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

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

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

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

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

November	• Budget process begins with the development of the Five-Year Financial Plan • Course fee changes are reviewed • Facility remodeling and furniture requests are submitted
December	• Five-Year Financial Plan presented to Board • Final course fee requests submitted to Provost • Facility remodeling and furniture requests closed for submission
January	• Final CPI-U rate for estimated property taxes is published • HECA rate is determined as guidance for tuition increases
February	• Tuition and fee rates approved by Board
March	• Budget requests due to Executive Council members
April	• Oracle Budget opened for department input • Executive Council reviews all budget requests, facility and furniture requests
May	• Oracle Budget closed for input and all approved requests entered • All funds summary of preliminary budgeted created
June	• Preliminary budget adopted at June Board meeting
August	• Budget adopted at August Board meeting • College Plan finalized
September	• Budget is submitted to Illinois Community College Board (ICCB), counties and Government Finance Officers Association (GFOA)

Adopting the Budget

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

Budget Amendment

An amendment to the budget is required when transfers between programs or object groups within a fund exceed 10% of the fund's total budget. For example, if the Education Fund's budgeted expenditures are $95 million, the limit for transfers is $9.5 million for that fund. Transfers between funds after the budget is approved are also subject to this 10% limit.

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

	WILLIAM RAINEY HARPER COLLEGE		
	PLANNING CALENDAR FOR FISCAL YEAR 2020 BUDGET		
	DUE DATE	ACTIVITY/TASK DESCRIPTION	RESPONSIBILITY
1	09/15/18 Sat	Begin developing Five Year Financial Plan	EVP
2	10/23/18 Tue	Begin submitting facility remodeling and furniture requests to Facilities Management	Departments
3	11/14/18 Wed	Board designates persons to prepare budget and adopts resolution for estimated tax levy	Board of Trustees
4	11/14/18 Wed	Review of course fees for increases/decreases needed in Provost area	Deans
5	11/28/18 Wed	Executive Vice President (EVP) presents preliminary Five Year Financial Plan to Executive Council	EVP
6	12/12/18 Wed	EVP presents Five Year Financial Plan to Board	EVP
7	12/19/18 Wed	Final day to submit facility remodeling/furniture requests for estimates to Facilities Management	Departments
8	01/04/19 Fri	Proposed course fee changes to Provost	Deans
9	01/07/19 Mon	Controller brings proposed budget planning calendar to President's Cabinet for review	Controller
10	01/16/19 Wed	Compiled lists of furniture and facility requests sent to Executive Council member for preliminary review and prioritization	Facilities Management
11	01/18/19 Fri	Budget instructions, calendar, budget request forms and internal charges price lists available on portal	Budget Manager/IT/CS
12	01/18/19 Fri	Final day for adding departments/divisions to budget hierarchy	Deans/Directors
13	01/25/19 Fri	EVP determines feasibility of mid-year exceptions for FY 2019	EVP
14	01/28/19 Mon	Finance Committee reviews Five Year Financial Plan assumptions	Finance Committee
15	01/31/19 Thu	EVP informs Executive Council of tuition and fees based on Board Policy	EVP
16	02/04/19 Mon	Preliminary reviewed and prioritized list of furniture and facility requests to Facilities Management for estimating	Executive Council member
17	02/05/19 Tue	Budget information session	Budget Manager
18	02/08/19 Fri	Final day date for entering Technology Requests (TR) to be considered during budget cycle	Departments
19	02/11/19 Mon	Finance Committee reviews tuition and fees recommendation from EVP	Finance Committee
20	02/13/19 Wed	EVP provides initial budget parameters to Executive Council	EVP
21	02/13/19 Wed	EVP presents recommendation for tuition and fees to Committee of the Whole	EVP
22	02/14/19 Thu	Budget information session	Budget Manager
23	02/20/19 Wed	Board of Trustees vote on tuition and fees	Board of Trustees
24	02/21/19 Thu	Database of Projects/Technology Requests (TR) completed; Feedback Summary Report sent to Provost	IT/CS
25	03/01/19 Fri	Career and Technical Education grant requests submitted to the Perkins Administrator (Dean of Career and Technical Programs)	Deans/Directors
26	03/04/19 Mon	Projects/Technology Requests (TR) prioritized by area & resubmitted to IT/CS	Provost Divisions
27	03/08/19 Fri	Resources for Excellence Grant requests submitted to Foundation	Deans/Directors
28	03/08/19 Fri	Initial budget set-up completed in preparation for training	Budget Manager
29	03/11/19 Mon	Budget exceptions, instructional capital, technology and vehicle requests due to Executive Council member	Deans/Directors
30	03/11/19 Mon	Completed estimates for facility remodeling/furniture requests returned for Executive Council member approval	Facilities Management
31	03/11/19 Mon	Approved Projects/Technology Requests (TR) list submitted to Provost	IT/CS
32	03/11/19 Mon	Finance Committee reviews initial budget parameters from EVP	Finance Committee
33	03/20/19 Wed	Executive Council member reviews budget requests and prioritizes for their area	Executive Council member
34	03/22/19 Fri	Budget training begins	Budget Office/IT/CS
35	04/01/19 Mon	Budget files opened for input by departments and divisions	Budget Manager
36	04/01/19 Mon	Open budgeted position report submitted to Executive Vice President for Executive Council budget meeting	Budget Manager

37	04/04/19	Thu	Executive Council member submits budget exceptions, instructional capital, technology, vehicle, furniture, and facility remodeling requests for their area to Budget Manager	Executive Council member
38	04/10/19	Wed	All budget requests blended and submitted to Executive Vice President for Executive Council budget meeting	Budget Manager
39	04/17/19	Wed	Controller presents budget parameters to Committee of the Whole	Controller
40	04/17/19	Wed	Executive Council preliminary review of all blended budget requests	Executive Council
41	04/24/19	Wed	Executive Council final review of all funds and requests	Executive Council
42	05/01/19	Wed	Budget closed for input for all funds	Budget Manager
43	05/03/19	Fri	Resources for Excellence Grant awards communicated to recipients	Foundation
44	05/03/19	Fri	Any approved budget exceptions entered	Budget Manager
45	05/13/19	Mon	Finance Committee reviews preliminary budget	Finance Committee
46	05/21/19	Tue	Board exhibit due to EVP for preliminary legal budget	Budget Manager
47	06/03/19	Mon	Deans/Directors receive feedback regarding all budget requests	Executive Council member
48	06/03/19	Mon	Approved facility remodeling and furniture requests submitted to Facilities Management for scheduling	Budget Manager
49	06/12/19	Wed	Preliminary budget presentation to Board at Committee of the Whole meeting	Controller
50	06/19/19	Wed	Board of Trustees adopts preliminary budget	Board of Trustees
51	06/20/19	Thu	Legal budget posted for public view	Budget Manager
52	08/14/19	Wed	Public hearing and Board adoption of the legal budget (minimum 30 days after posting)	Board of Trustees
53	08/19/19	Mon	All materials for College Plan document in final form	Chief of Staff/Budget Manager
54	08/23/19	Fri	College Plan to print shop for proof copies	Budget Manager
55	09/03/19	Tue	Electronic draft of College Plan submitted for Board review	Budget Manager/Board Liaison
56	09/11/19	Wed	Final bound version of College Plan distributed to Board	Chief of Staff
57	10/07/19	Mon	Submit College Plan to GFOA for budget awards program	Budget Manager
58	10/14/19	Mon	Submit budget to ICCB and counties	EVP

Fiscal Year 2020 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 2020-2024 in December 2018. Preliminary estimates are used in the financial plan for revenue and expenditure lines, based on various assumptions over that five-year period. To develop the current year's budget, the College uses historical trend analysis, known external factors, conservative estimates, and assumptions based on current economic conditions.

Enrollment declines and the uncertainty around State of Illinois funding have continued to challenge the College's finances. The College continues to reduce its reliance on State funding by budgeting in FY 2020 only 25% of the FY 2019 appropriation. The lack of stability in the State's finances has placed pressure on the other revenue sources of property taxes and tuition and fees, however caps on property taxes limit the ability to raise additional funds from that source, and Board Policy and state statute limit tuition and per credit hour fee rate increases. The College continues to look for ways to contain costs to maintain a balanced budget.

The following comments refer to the combined Tax-Capped Funds budgets, which are the main operating funds for the College. This includes the Education, Operations & Maintenance, Audit and Liability, Protection and Settlement Funds.

Revenues

The Tax-Capped Funds have three major sources of revenue: local government, tuition and fees, and state government. Budgeted revenues for FY 2020 are $116,026,482 compared to a budget of $112,918,646 for FY 2019. This represents an increase of $3,107,836, or 2.7%. The increases were primarily due to local government, and investment revenue which is reported under other sources.

Expenditures

Building the expenditure side of a budget is a coordinated process across all College departments. The Tax-Capped Funds have budgeted expenditures of $111,699,339, and $4,327,143 of planned transfers, for a balanced budget in FY 2020. Compared to the expenditure budget of $110,568,661 for FY 2019, this represents an increase of $1,130,678, or 1.0%, driven primarily by increases in annual salaries and benefits.

Tax-Capped Funds
FY 2020 Budgeted Revenues
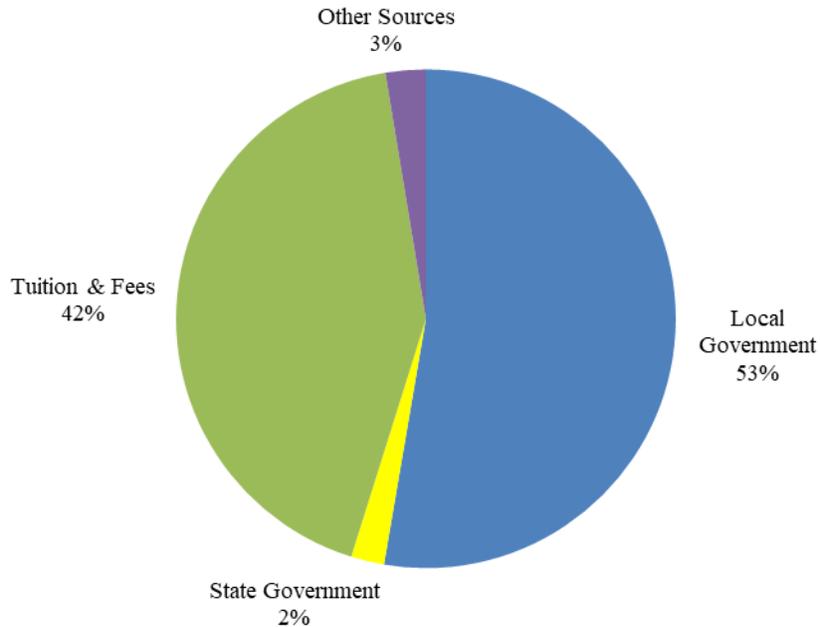
Local government represents 53% of the total budgeted revenues for the Tax-Capped Funds. The majority of this is property tax revenue, which is capped at 5% of the prior year tax extension, or the Consumer Price Index-Urban (CPI-U), whichever is less, plus any new property coming onto the tax rolls. Overall local revenues will increase from $59,570,154 in FY 2019 to $61,132,815 in FY 2020, or 2.6%.

Tuition and fees make up 42% of total budgeted revenues. In February 2019, an in-district tuition increase of $3.75 per credit hour was approved effective Summer 2019, from $129.75 to $133.50. Enrollment is budgeted to decrease 0.4% in FY 2020. Budgeted tuition and fees for the Tax-Capped Funds will increase from $48,855,632 in FY 2019 to $49,385,355 in FY 2020, or 1.1%.

State funding represents only 2% of total budgeted revenues. Due to the uncertainty of State funding, the College is reducing its reliance on State funding to provide a balanced or better budget, with only 25% of the previous year's appropriation budgeted in FY 2020, with an increase from $2,260,000 budgeted in FY 2019 to $2,490,000 in FY 2020, or 10.2%.

Other sources make up 3.0% of total revenues. This category includes investment revenue which, with yields on the rise, accounts for the increase from $2,232,860 budgeted in FY 2019 to $3,018,312 in FY 2020, or 35.2%.

Tax-Capped Funds
FY 2020 Budgeted Expenditures
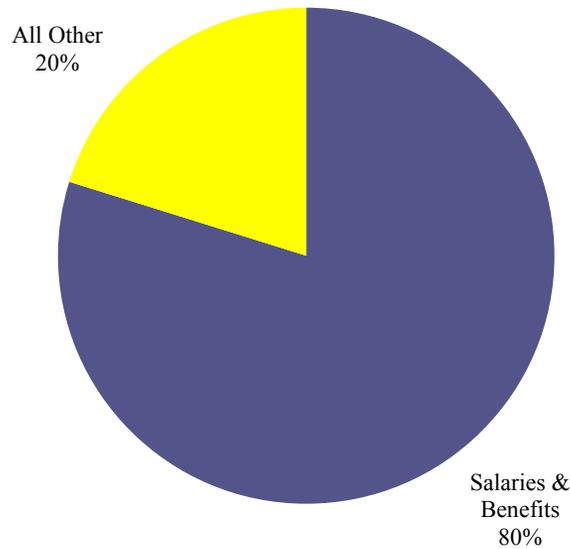
All Other
20%

Salaries &
Benefits
80%

Salaries and benefits represent 80% of the College's expenditures. Approximately 66% of the College's salary and benefit expenditures are covered by collective bargaining agreements. The College has estimated the calendar year 2020 medical insurance rates to increase 8%. Combined salaries and benefits have increased from $86,303,323 in FY 2019 to $89,155,313 in FY 2020, or about 3.3%, due to annual salary increases and projected medical premiums.

All other expenditures, which include contractual services, materials and supplies, travel and meeting, fixed charges, utilities, capital outlay, contingency, and other combined for a decrease from $24,265,338 in FY 2019 to $22,544,026 in FY 2020, or 7.1%. These expenditures represent 20% of the budget.

All Funds Overview
Fiscal Year 2020 Budget

| | | Tax Capped | | | | | | | | Operations and | |
	Education	Operations and Maintenance	Audit	Liability Protection and Settlement	Total Tax-Capped Funds	Auxiliary Enterprises	Restricted Purposes	Working Cash	Bond and Interest	Maintenance (Restricted)	Total All Funds
REVENUES											
Local Government	$ 49,044,103	$ 12,054,840	$ 16,936	$ 16,936	$ 61,132,815				$ 21,298,814	$ 45,000	$ 82,476,629
ICCB Grants	2,490,000				2,490,000		$ 513,674				3,003,674
All Other State Government [1]					-		46,100,181			21,056,170	67,156,351
Federal Government	20,000				20,000		17,025,293				17,045,293
Tuition and Fees	47,375,841	2,009,514			49,385,355	$ 4,205,500	15,000			517,000	54,122,855
Sales and Services	196,150				196,150	2,444,689	500				2,641,339
Facilities Rental		32,162			32,162	876,882					909,044
Other Sources	2,220,000	550,000			2,770,000	507,303	525,488	$ 335,000	130,000	310,000	4,577,791
Total Revenues	101,346,094	14,646,516	16,936	16,936	116,026,482	8,034,374	64,180,136	335,000	21,428,814	21,928,170	231,932,976
EXPENDITURES											
Instruction	39,970,663				39,970,663	770,000	1,366,474				42,107,137
Academic Support	9,914,195				9,914,195	26,000	1,103,149				11,043,344
Student Services	13,653,384				13,653,384	817,654	35,488				14,506,526
Public Service	818,951				818,951	4,053,227	3,240,901				8,113,079
Auxiliary Services					-	2,767,784					2,767,784
Operations and Maintenance		14,689,645			14,689,645	12,500					14,702,145
Institutional Support [1]	23,938,987	2,496,951	16,936	16,936	26,469,810	501,500	53,957,238		19,688,299	49,518,836	150,135,683
Scholarships, Student Grants, and Waivers	6,182,691				6,182,691	105,000	17,070,579				23,358,270
Total Expenditures	94,478,871	17,186,596	16,936	16,936	111,699,339	9,053,665	76,773,829	-	19,688,299	49,518,836	266,733,968
Excess (Deficiency) of Revenue over Expenditures	6,867,223	(2,540,080)	-	-	4,327,143	(1,019,291)	(12,593,693)	335,000	1,740,515	(27,590,666)	(34,800,992)
Other financing sources(uses)											
Proceeds from bond issue					-					-	-
Transfers(to) from other funds	(4,327,143)				(4,327,143)	427,629	1,899,514			2,000,000	-
Total other financing sources	(4,327,143)	-	-	-	(4,327,143)	427,629	1,899,514	-	-	2,000,000	-
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	2,540,080	(2,540,080)	-	-	-	(591,662)	(10,694,179)	335,000	1,740,515	(25,590,666)	(34,800,992)
Projected Fund Balance July 1, 2019	35,834,481	19,692,561	-	-	55,527,042	9,021,297	17,891,925	16,391,296	8,443,761	42,747,171	150,022,492
Projected Fund Balance June 30, 2020	$ 38,374,561	$ 17,152,481	$ -	$ -	$ 55,527,042	$ 8,429,635	$ 7,197,746	$ 16,726,296	$ 10,184,276	$ 17,156,505	$ 115,221,500

[1] Includes SURS on behalf payments $ 40,000,000

Note:

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

Operations and Maintenance: Planned use of fund balance
Auxiliary Enterprises: Planned use of fund balance
Restricted Purposes: Planned use of fund balance for strategic initiatives, academic capital equipment, technology and ERP projects, and projects budgeted in prior year but not expended
Operations and Maintenance (Restricted): Planned use for capital projects

Fiscal Year 2020 Revenues by Fund

Operations and Maintenance (Restricted)
9%

Working Cash
0%

Bond and Interest
9%

Liability Protection and Settlement
0%

Audit
0%

Education
44%

Restricted Purposes
28%

Auxiliary Enterprises
4%

Operations and Maintenance
6%
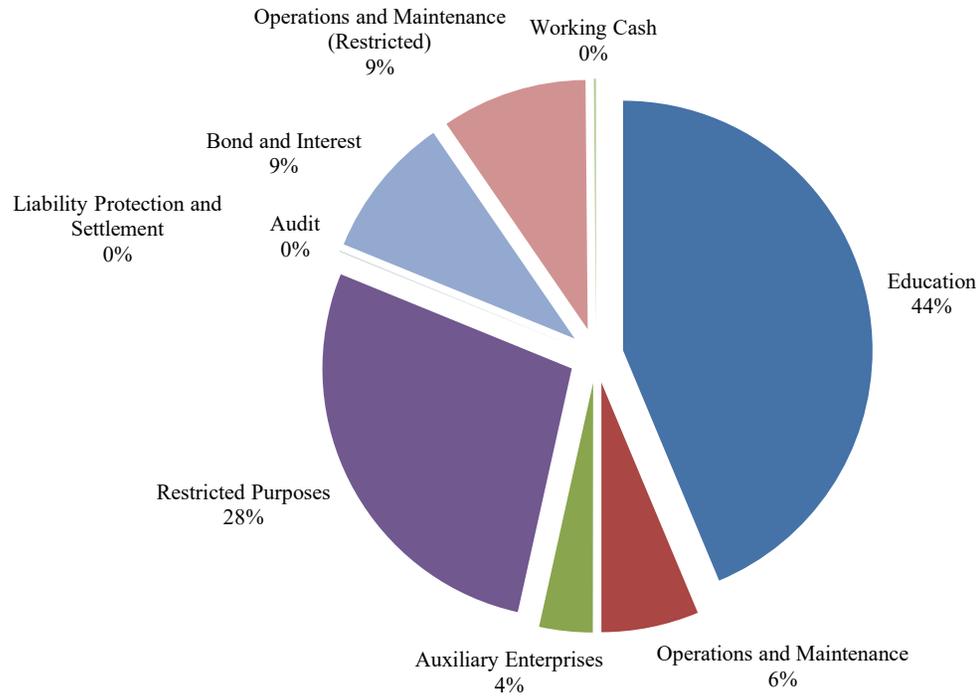
All Funds
Expenditures by Object
Fiscal Year 2020 Budget

	Education	Operations and Maintenance	Audit	Liability Protection and Settlement	Total Tax-Capped Funds	Auxiliary Enterprises	Restricted Purposes	Bond and Interest	Operations and Maintenance (Restricted)	Total All Funds
Tax Capped										
EXPENDITURES										
Salaries	$ 67,354,273	$ 6,783,157			$ 74,137,430	$ 3,728,184	$ 3,346,679			$ 81,212,293
Employee Benefits [1]	13,079,579	1,921,368		16,936	15,017,883	558,595	40,970,190			56,546,668
Contractual Services	4,258,946	2,662,949	16,936		6,938,831	2,185,696	4,071,561		$ 4,394,275	17,590,363
General Materials/Supplies	4,421,720	1,142,531			5,564,251	1,023,124	2,573,400			9,160,775
Travel and Meeting	1,256,276	24,634			1,280,910	273,585	163,766			1,718,261
Fixed Charges	388,722	271,657			660,379	70,850	409,000	$ 19,682,799		20,823,028
Utilities		3,320,800			3,320,800	125,000	53,499			3,499,299
Capital Outlay	1,251,801	959,500			2,211,301	351,234	4,791,942		44,124,561	51,479,038
Other	2,217,554				2,217,554	677,397	20,393,792	5,500	-	23,294,243
Contingency	250,000	100,000			350,000	60,000	-		1,000,000	1,410,000
Total Expenditures	$ 94,478,871	$ 17,186,596	$ 16,936	$ 16,936	$ 111,699,339	$ 9,053,665	$ 76,773,829	$ 19,688,299	$ 49,518,836	$ 266,733,968

[1] Includes SURS on behalf payments $ 40,000,000

REVENUE SOURCES AND EXPENDITURE USES
All Funds
Fiscal Year 2020 Budget

Revenues by Source

Facilities Rental 1%

Other Sources 2%

Sales and Services 1%

Local Government 36%

Tuition and Fees 23%

Federal Government 7%

ICCB Grants 1%

All Other State Government 29%

Expenditure Uses by Object

Capital Outlay 19%

Other 9%

Contingency 1%

Salaries 30%

Utilities 1%

Fixed Charges 8%

Travel and Meeting 1%

General Materials/Supplies 3%

Contractual Services 7%

Employee Benefits 21%

All Funds
Revenues and Expenditures

	FY 2018 Budget	FY 2018 Actual	FY 2019 Budget	FY 2019 Projected	FY 2020 Budget	FY 2020 Percent to Total	Budget % Change FY 2019 to FY 2020
REVENUES							
Local Government	$ 86,165,491	$ 83,874,217	$ 81,048,809	$ 82,898,957	$ 82,476,629	35.56%	1.8%
ICCB Grants	4,478,570	8,184,835	2,822,668	8,597,285	3,003,674	1.30%	6.4%
All Other State Government [1]	49,823,487	40,559,294	64,525,837	48,414,545	67,156,351	28.96%	4.1%
Federal Government	18,245,379	16,300,440	17,784,128	16,178,126	17,045,293	7.35%	-4.2%
Tuition and Fees	53,481,347	50,267,320	54,115,632	50,944,902	54,122,855	23.34%	0.0%
Sales and Services	2,871,660	2,078,191	2,615,682	2,308,780	2,641,339	1.14%	1.0%
Facilities Rental	446,100	405,755	944,546	631,119	909,044	0.39%	-3.8%
Other Sources	2,160,500	2,887,177	3,370,000	4,263,603	4,577,791	1.97%	35.8%
Total Revenues	217,672,534	204,557,229	227,227,302	214,237,317	231,932,976	100.00%	2.1%
EXPENDITURES							
Instruction	39,535,756	39,279,602	40,541,396	39,070,277	42,107,137	15.79%	3.9%
Academic Support	10,588,051	9,324,879	10,892,509	9,971,963	11,043,344	4.14%	1.4%
Student Services	14,776,966	13,725,949	14,220,822	13,089,393	14,506,526	5.44%	2.0%
Public Service	7,304,788	5,812,936	7,136,267	5,376,307	8,113,079	3.04%	13.7%
Auxiliary Services	1,114,269	894,160	3,270,058	1,945,656	2,767,784	1.04%	-15.4%
Operations and Maintenance	14,555,915	12,651,348	14,554,891	13,051,268	14,702,145	5.51%	1.0%
Institutional Support [1]	176,312,038	136,672,690	167,597,128	111,817,941	150,135,683	56.29%	-10.4%
Scholarships, Student Grants, and Waivers	22,800,211	22,697,604	22,262,405	23,005,214	23,358,270	8.76%	4.9%
Total Expenditures	286,987,994	241,059,168	280,475,476	217,328,019	266,733,968	100.00%	-4.9%
Excess (Deficiency) of Revenue over Expenditures	(69,315,460)	(36,501,939)	(53,248,174)	(3,090,702)	(34,800,992)		34.6%
Other financing sources(uses)							
Proceeds from bond issue	-	122,223,805	12,100,000	4,891,082	-		
Payment to escrow agent for refunded bonds	-	(121,665,354)	-	-	-		
Total Other Financing Sources	-	558,451	12,100,000	4,891,082	-		
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	(69,315,460)	(35,943,488)	(41,148,174)	1,800,380	(34,800,992)		15.4%
BEGINNING FUND BALANCE	184,165,600	184,165,600	148,222,112	148,222,112	150,022,492		1.2%
ENDING FUND BALANCE	$ 114,850,140	$ 148,222,112	$ 107,073,938	$ 150,022,492	$ 115,221,500		7.6%
[1] Includes SURS on behalf payments	$ 25,000,000	$ 36,188,946	$ 40,000,000	$ 43,870,609	$ 40,000,000		

All Funds
Expenditures by Object

	FY 2018 Budget	FY 2018 Actual	FY 2019 Budget	FY 2019 Projected	FY 2020 Budget	FY 2020 Percent to Total	Budget % Change FY 2019 to FY 2020
Salaries	$ 78,416,776	$ 72,671,182	$ 79,201,472	$ 73,341,196	$ 81,212,293	30.45%	2.5%
Employee Benefits[1]	40,574,233	50,771,700	56,252,989	58,605,566	56,546,668	21.20%	0.5%
Contractual Services	14,671,260	11,156,133	16,761,900	11,217,805	17,590,363	6.59%	4.9%
General Materials/Supplies	8,045,268	5,908,092	7,825,532	6,058,458	9,160,775	3.43%	17.1%
Travel and Meeting	1,686,906	1,235,047	1,760,165	1,303,372	1,718,261	0.64%	-2.4%
Fixed Charges	19,985,657	19,358,452	27,774,036	20,589,813	20,823,028	7.81%	-25.0%
Utilities	3,431,150	3,324,442	3,783,147	3,058,002	3,499,299	1.31%	-7.5%
Capital Outlay	95,528,445	51,178,269	56,921,391	13,042,504	51,479,038	19.30%	-9.6%
Other	23,118,299	25,455,851	28,634,844	30,111,303	23,294,243	8.73%	-18.7%
Contingency	1,530,000	-	1,560,000	-	1,410,000	0.53%	-9.6%
Total Expenditures	$ 286,987,994	$ 241,059,168	$ 280,475,476	$ 217,328,019	$ 266,733,968	100.00%	-4.9%

[1] Includes SURS on behalf payments

	FY 2018 Budget	FY 2018 Actual	FY 2019 Budget	FY 2019 Projected	FY 2020 Budget
	$ 25,000,000	$ 36,188,946	$ 40,000,000	$ 43,870,609	$ 40,000,000

Tax-Capped Funds Descriptions

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

Education Fund (0001)

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

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

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

Operations and Maintenance Fund (0002)

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

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

Audit Fund (0011)

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

Liability, Protection and Settlement Fund (0012)

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

Tax-Capped Funds
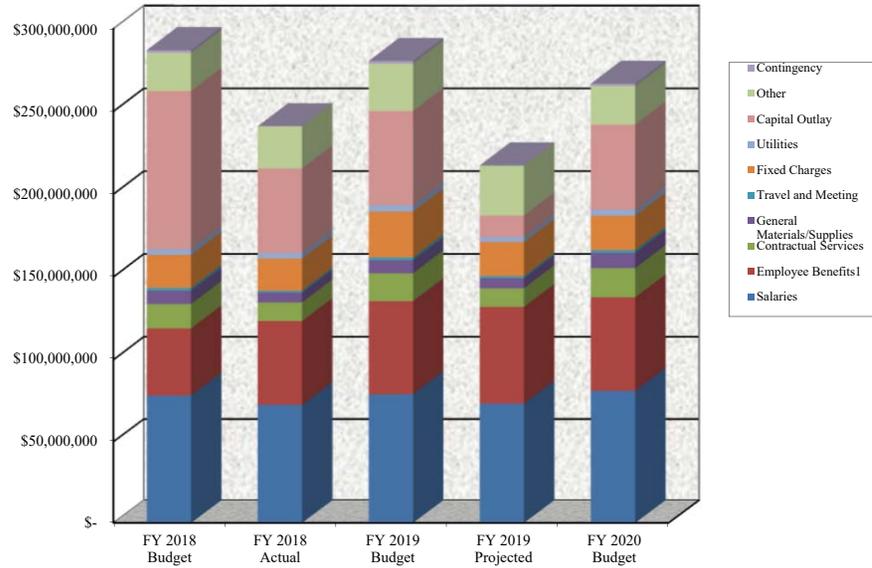### Revenues and Expenditures

	FY 2018 Budget	FY 2018 Actual	FY 2019 Budget	FY 2019 Projected	FY 2020 Budget	FY 2020 Percent to Total	Budget % Change FY 2019 to FY 2020
REVENUES							
Local Government	$ 58,264,216	$ 58,331,093	$ 59,570,154	$ 60,529,526	$ 61,132,815	52.69%	2.6%
ICCB Grants	4,015,000	7,538,647	2,260,000	8,097,810	2,490,000	2.15%	9.2%
Federal Government	25,000	27,441	25,000	18,830	20,000	0.02%	-25.0%
Tuition and Fees	48,996,762	46,839,619	48,855,632	47,304,600	49,385,355	42.56%	1.1%
Sales and Services	394,730	371,227	276,000	306,805	196,150	0.17%	-40.7%
Facilities Rental	39,360	35,856	39,360	29,719	32,162	0.03%	-22.4%
Other Sources	930,000	1,203,243	1,892,500	2,352,184	2,770,000	2.39%	31.7%
Total Revenues	112,665,068	114,347,126	112,918,646	118,639,474	116,026,482	100.00%	2.7%
EXPENDITURES							
Instruction	37,651,256	36,992,448	38,564,252	37,430,265	39,970,663	35.78%	3.6%
Academic Support	9,121,448	8,237,468	9,615,306	8,953,791	9,914,195	8.88%	3.1%
Student Services	13,508,091	12,670,723	13,308,821	12,263,283	13,653,384	12.22%	2.6%
Public Service	120,103	114,516	122,180	104,334	818,951	0.73%	570.3%
Operations and Maintenance	14,543,415	12,641,495	14,542,391	13,029,063	14,689,645	13.15%	1.0%
Institutional Support	28,541,909	27,166,304	28,530,303	28,868,087	26,469,810	23.70%	-7.2%
Scholarships, Student Grants, and Waivers	6,537,869	5,621,309	5,885,408	6,191,145	6,182,691	5.54%	5.1%
Total Expenditures	110,024,091	103,444,263	110,568,661	106,839,968	111,699,339	100.00%	1.0%
Excess (Deficiency) of Revenue over Expenditures	2,640,977	10,902,863	2,349,985	11,799,506	4,327,143		84.1%
Other financing sources(uses)							
Transfers(to) from other funds	(2,470,977)	(10,369,283)	(2,349,985)	(11,263,246)	(4,327,143)		-84.1%
Total Other Financing Sources	(2,470,977)	(10,369,283)	(2,349,985)	(11,263,246)	(4,327,143)		-84.1%
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	170,000	533,580	-	536,260	-		
BEGINNING FUND BALANCE	54,457,202	54,457,202	54,990,782	54,990,782	55,527,042		1.0%
ENDING FUND BALANCE	$ 54,627,202	$ 54,990,782	$ 54,990,782	$ 55,527,042	$ 55,527,042		1.0%

Tax-Capped Funds
Expenditures by Object

	FY 2018 Budget	FY 2018 Actual	FY 2019 Budget	FY 2019 Projected	FY 2020 Budget	FY 2020 Percent to Total	Budget % Change FY 2019 to FY 2020
Salaries	$ 70,924,489	$ 66,618,030	$ 71,761,385	$ 67,353,613	$ 74,137,430	66.37%	3.3%
Employee Benefits	13,884,202	13,599,796	14,541,938	13,881,631	15,017,883	13.44%	3.3%
Contractual Services	6,756,946	6,687,465	6,678,653	7,184,236	6,938,831	6.21%	3.9%
General Materials/Supplies	5,463,572	4,439,662	5,558,554	4,594,522	5,564,251	4.98%	0.1%
Travel and Meeting	1,222,456	947,234	1,223,157	1,025,056	1,280,910	1.15%	4.7%
Fixed Charges	703,644	439,568	640,747	577,179	660,379	0.59%	3.1%
Utilities	3,416,800	3,304,559	3,370,800	3,015,422	3,320,800	2.97%	-1.5%
Capital Outlay	2,480,254	1,155,490	2,331,140	2,407,281	2,211,301	1.98%	-5.1%
Other	4,821,728	6,252,459	4,112,287	6,801,028	2,217,554	1.99%	-46.1%
Contingency	350,000	-	350,000	-	350,000	0.31%	0.0%
Total Expenditures	$ 110,024,091	$ 103,444,263	$ 110,568,661	$ 106,839,968	$ 111,699,339	100.00%	1.0%
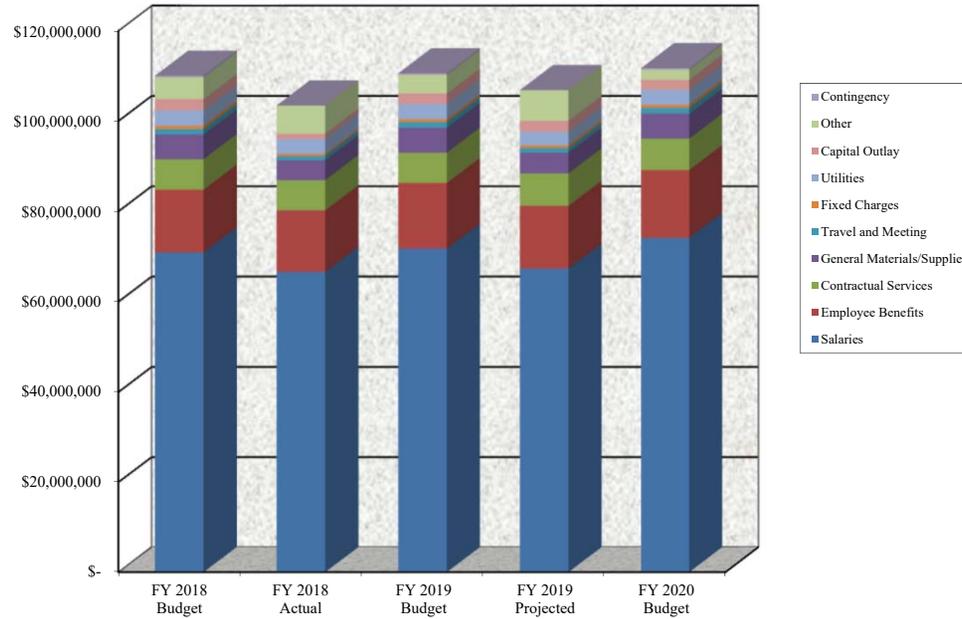
REVENUE SOURCES AND EXPENDITURE USES
Tax-Capped Funds
Fiscal Year 2020 Budget

Revenues by Source

Other Sources
3%

Tuition and Fees
42%

Local Government
53%

ICCB Grants
2%

Expenditure Uses by Object

Fixed Charges
1%

Utilities
3%

Capital Outlay
2%

Other
2%

Contingency
0%

Travel and Meeting
1%

General
Materials/Supplies
5%

Salaries
66%

Contractual Services
6%

Employee Benefits
14%

Tax-Capped Funds
Fund Balance History

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

Education Fund
Revenues and Expenditures

	FY 2018 Budget	FY 2018 Actual	FY 2019 Budget	FY 2019 Projected	FY 2020 Budget	FY 2020 Percent to Total	Budget % Change FY 2019 to FY 2020
REVENUES							
Local Government	$ 45,965,000	$ 46,378,469	$ 47,505,705	$ 48,679,655	$ 49,044,103	48.39%	3.2%
ICCB Grants	4,015,000	7,538,647	2,260,000	8,097,810	2,490,000	2.46%	10.2%
Federal Government	25,000	27,441	25,000	18,830	20,000	0.02%	-20.0%
Tuition and Fees	46,877,392	44,791,911	46,789,542	45,309,754	47,375,841	46.75%	1.3%
Sales and Services	394,730	371,227	276,000	306,805	196,150	0.19%	-28.9%
Other Sources	730,000	914,158	1,417,500	1,860,633	2,220,000	2.19%	56.6%
Total Revenues	98,007,122	100,021,853	98,273,747	104,273,487	101,346,094	100.00%	3.1%
EXPENDITURES							
Instruction	37,651,256	36,992,448	38,564,252	37,430,265	39,970,663	42.31%	3.6%
Academic Support	9,121,448	8,237,468	9,615,306	8,953,791	9,914,195	10.49%	3.1%
Student Services	13,508,091	12,670,723	13,308,821	12,263,283	13,653,384	14.45%	2.6%
Public Service	120,103	114,516	122,180	104,334	818,951	0.87%	570.3%
Institutional Support	25,942,794	25,027,766	25,918,802	26,600,602	23,938,987	25.34%	-7.6%
Scholarships, Student Grants, and Waivers	6,537,869	5,621,309	5,885,408	6,191,145	6,182,691	6.54%	5.1%
Total Expenditures	92,881,561	88,664,230	93,414,769	91,543,420	94,478,871	100.00%	1.1%
Excess (Deficiency) of Revenue over Expenditures	5,125,561	11,357,623	4,858,978	12,730,067	6,867,223		41.3%
Other financing sources(uses)							
Transfers(to) from other funds	(2,470,977)	(10,369,283)	(2,349,985)	(11,263,246)	(4,327,143)		-84.1%
Total Other Financing Sources	(2,470,977)	(10,369,283)	(2,349,985)	(11,263,246)	(4,327,143)		-84.1%
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	2,654,584	988,340	2,508,993	1,466,821	2,540,080		1.2%
BEGINNING FUND BALANCE	33,379,320	33,379,320	34,367,660	34,367,660	35,834,481		4.3%
ENDING FUND BALANCE	$ 36,033,904	$ 34,367,660	$ 36,876,653	$ 35,834,481	$ 38,374,561		4.1%

Education Fund
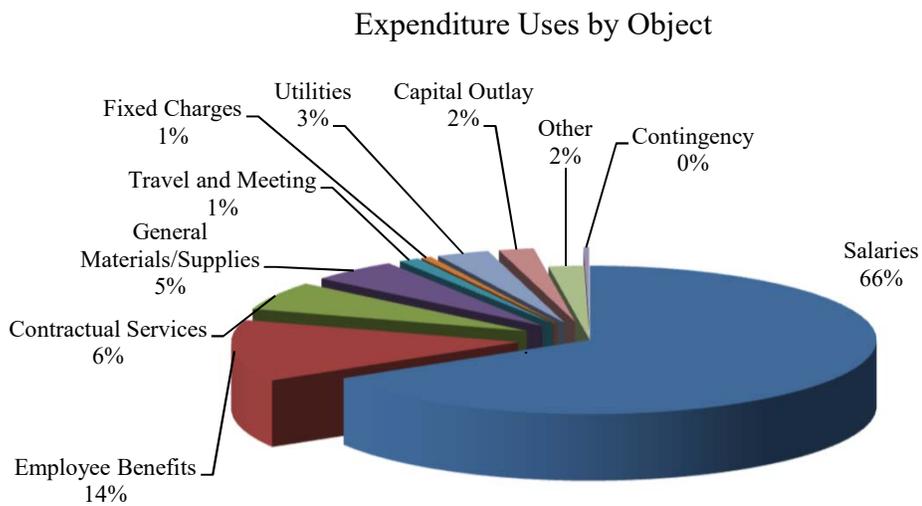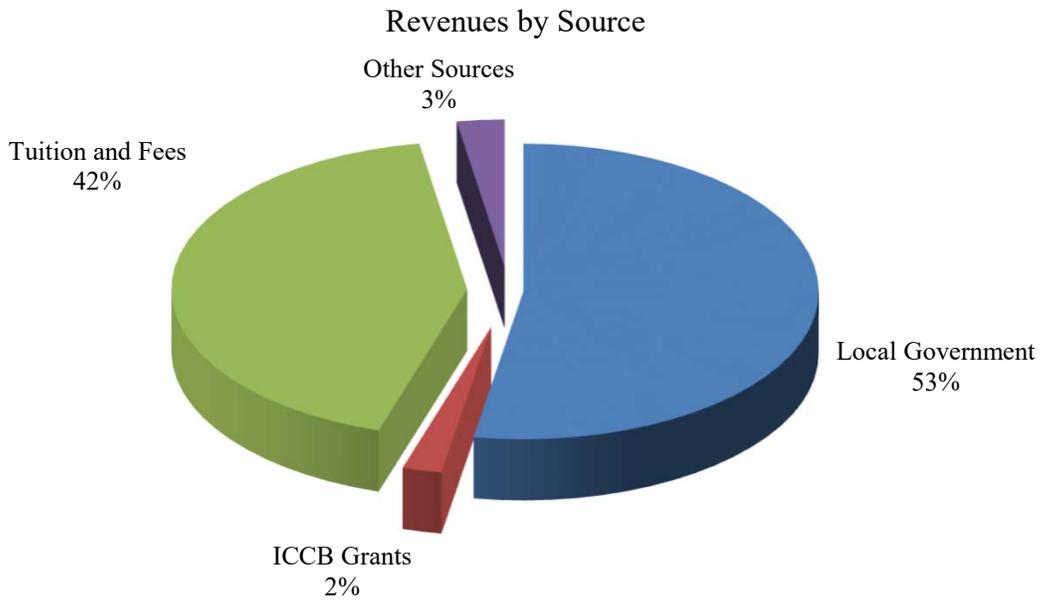## Expenditures by Object

	FY 2018 Budget	FY 2018 Actual	FY 2019 Budget	FY 2019 Projected	FY 2020 Budget	FY 2020 Percent to Total	Budget % Change FY 2019 to FY 2020
Salaries	$ 64,320,750	$ 60,709,558	$ 65,069,302	$ 61,208,635	$ 67,354,273	71.29%	3.5%
Employee Benefits	12,052,539	12,040,505	12,650,658	12,203,147	13,079,579	13.84%	3.4%
Contractual Services	4,242,341	4,350,281	4,105,531	4,477,664	4,258,946	4.51%	3.7%
General Materials/Supplies	4,304,610	3,594,713	4,392,023	3,790,596	4,421,720	4.68%	0.7%
Travel and Meeting	1,194,656	936,081	1,196,923	1,003,219	1,256,276	1.33%	5.0%
Fixed Charges	426,083	289,193	384,991	338,144	388,722	0.41%	1.0%
Capital Outlay	1,268,854	489,365	1,253,054	1,721,281	1,251,801	1.32%	-0.1%
Other	4,821,728	6,254,534	4,112,287	6,800,734	2,217,554	2.35%	-46.1%
Contingency	250,000	-	250,000	-	250,000	0.26%	0.0%
Total Expenditures	$ 92,881,561	$ 88,664,230	$ 93,414,769	$ 91,543,420	$ 94,478,871	100.00%	1.1%
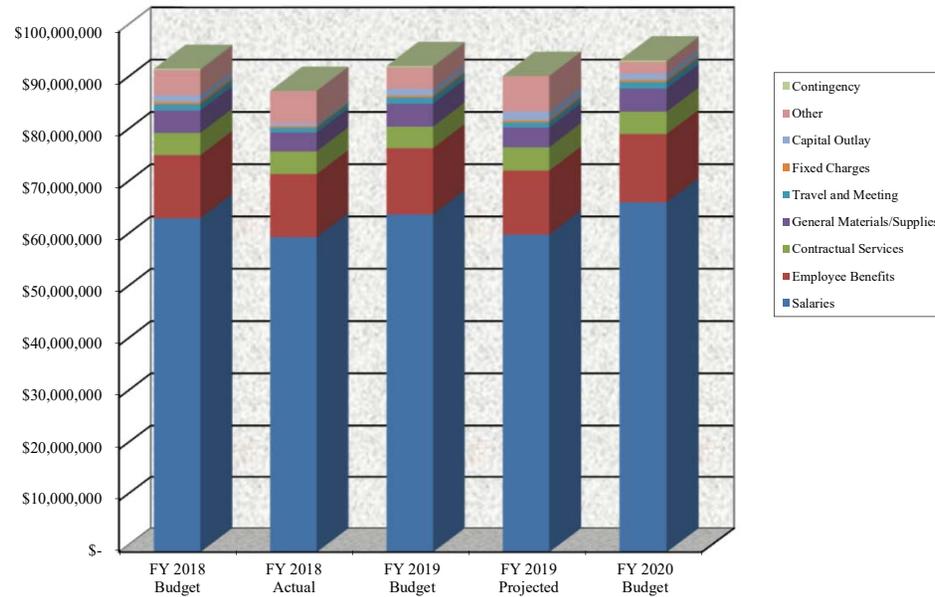
Operations and Maintenance Fund
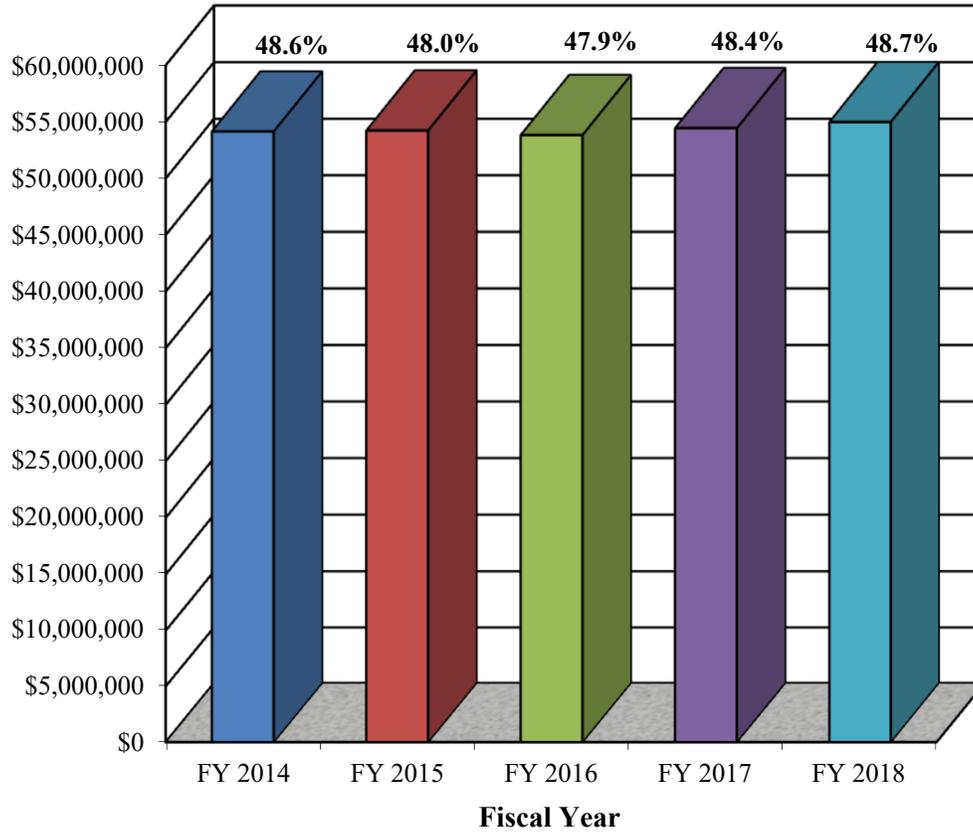## Revenues and Expenditures

	FY 2018 Budget	FY 2018 Actual	FY 2019 Budget	FY 2019 Projected	FY 2020 Budget	FY 2020 Percent to Total	Budget % Change FY 2019 to FY 2020
REVENUES							
Local Government	$ 12,269,038	$ 11,922,000	$ 12,034,665	$ 11,818,850	$ 12,054,840	82.31%	0.2%
Tuition and Fees	2,119,370	2,047,708	2,066,090	1,994,846	2,009,514	13.72%	-2.7%
Facilities Rental	39,360	35,856	39,360	29,719	32,162	0.22%	-18.3%
Other Sources	200,000	289,085	475,000	491,551	550,000	3.76%	15.8%
Total Revenues	14,627,768	14,294,649	14,615,115	14,334,966	14,646,516	100.00%	0.2%
EXPENDITURES							
Operations and Maintenance	14,543,415	12,641,495	14,542,391	13,029,063	14,689,645	85.47%	1.0%
Institutional Support	2,568,937	2,107,914	2,581,717	2,236,464	2,496,951	14.53%	-3.3%
Total Expenditures	17,112,352	14,749,409	17,124,108	15,265,527	17,186,596	100.00%	0.4%
Excess (Deficiency) of Revenue over Expenditures	(2,484,584)	(454,760)	(2,508,993)	(930,561)	(2,540,080)		1.2%
Other financing sources(uses)							
Transfers(to) from other funds	-	-	-	-	-		
Total Other Financing Sources	-	-	-	-	-		
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	(2,484,584)	(454,760)	(2,508,993)	(930,561)	(2,540,080)		1.2%
BEGINNING FUND BALANCE	21,077,882	21,077,882	20,623,122	20,623,122	19,692,561		-4.5%
ENDING FUND BALANCE	$ 18,593,298	$ 20,623,122	$ 18,114,129	$ 19,692,561	$ 17,152,481		-5.3%

Operations and Maintenance Fund
Expenditures by Object

	FY 2018 Budget		FY 2018 Actual		FY 2019 Budget		FY 2019 Projected		FY 2020 Budget	FY 2020 Percent to Total	Budget % Change FY 2019 to FY 2020
Salaries	$	6,603,739	$	5,908,472	$	6,692,083	$	6,144,978	$	6,783,157	39.47%	1.4%
Employee Benefits		1,816,574		1,543,979		1,876,388		1,663,172		1,921,368	11.18%	2.4%
Contractual Services		2,499,516		2,321,872		2,558,230		2,690,863		2,662,949	15.49%	4.1%
General Materials/Supplies		1,158,962		844,949		1,166,531		803,926		1,142,531	6.65%	-2.1%
Travel and Meeting		27,800		11,153		26,234		21,837		24,634	0.14%	-6.1%
Fixed Charges		277,561		150,375		255,756		239,035		271,657	1.58%	6.2%
Utilities		3,416,800		3,304,559		3,370,800		3,015,422		3,320,800	19.32%	-1.5%
Capital Outlay		1,211,400		666,125		1,078,086		686,000		959,500	5.58%	-11.0%
Other		-		(2,075)		-		294		-	0.00%	
Contingency		100,000		-		100,000		-		100,000	0.58%	0.0%
Total Expenditures	$	17,112,352	$	14,749,409	$	17,124,108	$	15,265,527	$	17,186,596	100.00%	0.4%

Audit Fund
Revenues and Expenditures

	FY 2018 Budget	FY 2018 Actual	FY 2019 Budget	FY 2019 Projected	FY 2020 Budget	FY 2020 Percent to Total	Budget % Change FY 2019 to FY 2020
REVENUES							
Local Government	$ 15,089	$ 15,312	$ 14,892	$ 15,709	$ 16,936	100.00%	13.7%
Total Revenues	15,089	15,312	14,892	15,709	16,936	100.00%	13.7%
EXPENDITURES							
Institutional Support							
Contractual Services	15,089	15,312	14,892	15,709	16,936	100.00%	13.7%
Total Institutional Support	15,089	15,312	14,892	15,709	16,936	100.00%	13.7%
Total Expenditures	15,089	15,312	14,892	15,709	16,936	100.00%	13.7%
Excess (Deficiency) of Revenue over Expenditures	-	-	-	-	-		
BEGINNING FUND BALANCE	-	-	-	-	-		
ENDING FUND BALANCE	$ -	$ -	$ -	$ -	$ -		

Liability Protection and Settlement Fund
Revenues and Expenditures

	FY 2018 Budget	FY 2018 Actual	FY 2019 Budget	FY 2019 Projected	FY 2020 Budget	FY 2020 Percent to Total	Budget % Change FY 2019 to FY 2020
REVENUES							
Local Government	$ 15,089	$ 15,312	$ 14,892	$ 15,312	$ 16,936	100.00%	13.7%
Total Revenues	15,089	15,312	14,892	15,312	16,936	100.00%	13.7%
EXPENDITURES							
Institutional Support Employee Benefits*	15,089	15,312	14,892	15,312	16,936	100.00%	13.7%
Total Institutional Support	15,089	15,312	14,892	15,312	16,936	100.00%	13.7%
Total Expenditures	15,089	15,312	14,892	15,312	16,936	100.0%	13.7%
Excess (Deficiency) of Revenue over Expenditures	-	-	-	-	-		
BEGINNING FUND BALANCE	-	-	-	-	-		
ENDING FUND BALANCE	$ -	$ -	$ -	$ -	$ -		

* Benefits consist of workers compensation and unemployment insurance, which starting in FY 2018 are primarily reported in the Education Fund

Other Funds

Auxiliary Enterprises Fund (0005)

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

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

Restricted Purposes Fund (0006)

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

Working Cash Fund (0007)

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

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

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

Bond and Interest Fund (0004)

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

Operations and Maintenance Fund (Restricted) (0003)

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

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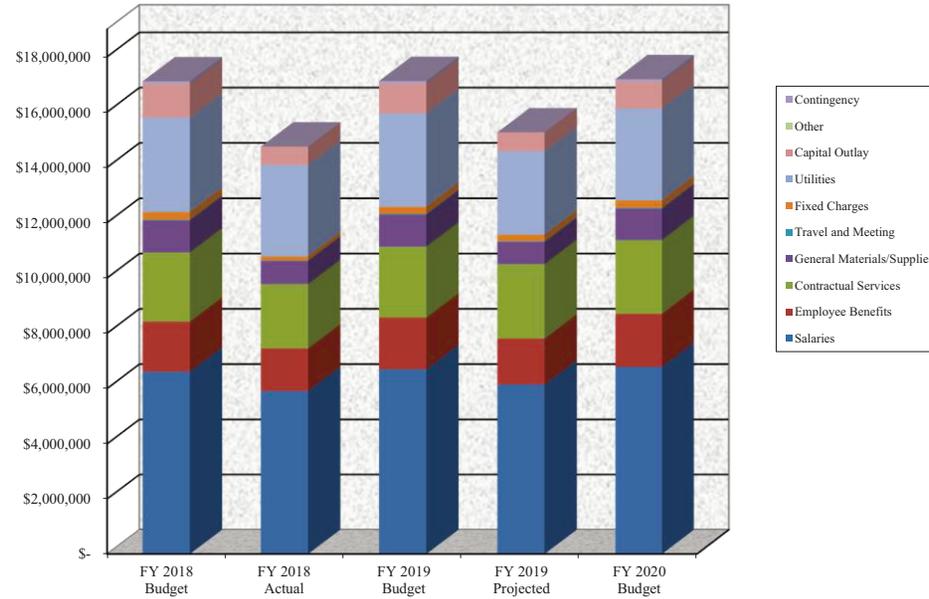
Auxiliary Enterprises Fund
Revenues and Expenditures

	FY 2018 Budget	FY 2018 Actual	FY 2019 Budget	FY 2019 Projected	FY 2020 Budget	FY 2020 Percent to Total	Budget % Change FY 2019 to FY 2020
REVENUES							
Tuition and Fees	$ 3,914,585	$ 2,886,099	$ 4,700,000	$ 3,114,543	$ 4,205,500	52.34%	-10.5%
Sales and Services	2,475,930	1,706,964	2,338,682	2,001,975	2,444,689	30.43%	4.5%
Facilities Rental	406,740	369,899	905,186	601,400	876,882	10.91%	-3.1%
Other Sources	550,500	442,793	531,000	620,126	507,303	6.31%	-4.5%
Total Revenues	7,347,755	5,405,755	8,474,868	6,338,044	8,034,374	100.00%	-5.2%
EXPENDITURES							
Instruction	715,000	454,013	715,000	461,758	770,000	8.50%	7.7%
Academic Support	-	-	150,026	103,192	26,000	0.29%	-82.7%
Student Services	1,233,875	1,014,810	912,001	784,166	817,654	9.03%	-10.3%
Public Service	4,533,782	3,806,840	4,583,627	3,191,698	4,053,227	44.77%	-11.6%
Auxiliary Services	1,114,269	894,160	3,270,058	1,945,656	2,767,784	30.57%	-15.4%
Operations and Maintenance	12,500	9,853	12,500	22,205	12,500	0.14%	0.0%
Institutional Support	580,885	401,814	6,801,500	392,429	501,500	5.54%	-92.6%
Scholarships, Student Grants, and Waivers	127,398	689	105,000	1,479	105,000	1.16%	0.0%
Total Expenditures	8,317,709	6,582,179	16,549,712	6,902,583	9,053,665	100.00%	-45.3%
Excess (Deficiency) of Revenue over Expenditures	(969,954)	(1,176,424)	(8,074,844)	(564,539)	(1,019,291)		87.4%
Other financing sources(uses)							
Transfers(to) from other funds	501,607	7,480,319	433,900	(5,581,824)	427,629		-1.4%
Total Other Financing Sources	501,607	7,480,319	433,900	(5,581,824)	427,629		-1.4%
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	(468,347)	6,303,895	(7,640,944)	(6,146,363)	(591,662)		-92.3%
BEGINNING FUND BALANCE	8,863,765	8,863,765	15,167,660	15,167,660	9,021,297		-40.5%
ENDING FUND BALANCE	$ 8,395,418	$ 15,167,660	$ 7,526,716	$ 9,021,297	$ 8,429,635		12.0%

Auxiliary Enterprises Fund
Expenditures by Object

	FY 2018 Budget		FY 2018 Actual		FY 2019 Budget		FY 2019 Projected		FY 2020 Budget	FY 2020 Percent to Total	Budget % Change FY 2019 to FY 2020
Salaries	$	3,943,016	$	3,363,899	$	4,289,089	$	3,198,779	$ 3,728,184	41.18%	-13.1%
Employee Benefits		587,456		530,698		650,818		461,535	558,595	6.17%	-14.2%
Contractual Services		963,570		1,132,399		2,293,106		1,675,928	2,185,696	24.14%	-4.7%
General Materials/Supplies		1,328,438		721,906		1,018,572		763,593	1,023,124	11.30%	0.4%
Travel and Meeting		287,389		124,195		335,192		143,754	273,585	3.02%	-18.4%
Fixed Charges		127,331		154,284		143,500		64,776	70,850	0.78%	-50.6%
Utilities		6,950		9,678		398,997		12,034	125,000	1.38%	-68.7%
Capital Outlay		259,371		141,705		646,348		331,561	351,234	3.88%	-45.7%
Other		734,188		403,415		6,714,090		250,623	677,397	7.48%	-89.9%
Contingency		80,000		-		60,000		-	60,000	0.66%	0.0%
Total Expenditures	$	8,317,709	$	6,582,179	$	16,549,712	$	6,902,583	$ 9,053,665	100.00%	-45.3%
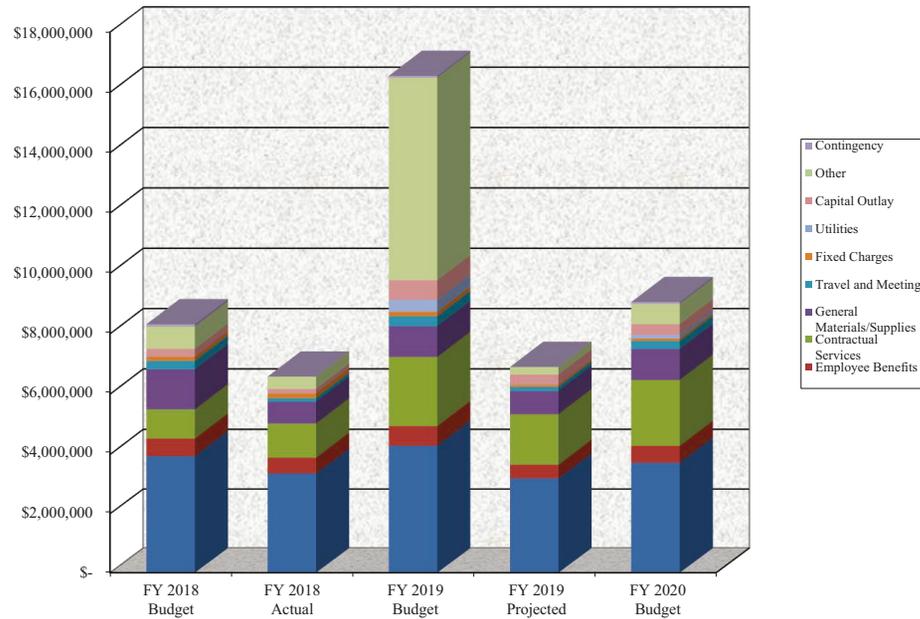
Auxiliary Enterprises Fund
By Division and Department
Fiscal Year 2020 Budget

	Revenue	Expenditures	Surplus/Deficit
Provost			
Business & Social Science - Child Care	$ 350,000	$ 350,000	-
Resources for Learning - Library, Tutoring	6,500	6,500	-
Student Affairs - Athletic Facilities Rental, Event Management, Health & Recreation Center	1,477,892	1,951,714	(473,822) [1]
Enrollment Services - Assessment & Testing	-	26,000	(26,000) [1]
Student Involvement	443,629	443,629	-
Student Development	-	19,025	(19,025) [1]
Total Provost	2,278,021	2,796,868	(518,847)
Workforce Solutions			
Continuing Education	3,718,303	3,588,178	130,125
Workforce & Economic Development - Apprenticeship Program	770,000	770,000	-
Harper Business Solutions	568,549	568,549	-
University Center	100,000	67,229	32,771
Total Workforce and Strategic Alliances	5,156,852	4,993,956	162,896
EVP Finance & Administrative Services			
Harper Store	76,850	76,850	-
Dining Services	213,000	135,877	77,123
Conference & Event Management Rentals	441,360	573,694	(132,334) [1]
Institutional	321,000	501,500	(180,500) [1]
Police	12,500	12,500	-
Total EVP Finance & Administrative Services	1,064,710	1,300,421	(235,711)
FUND TOTALS	$ 8,499,583	$ 9,091,245	$ (591,662)

Note:

[1] Approved use of fund balance

Restricted Purposes Fund
Revenues and Expenditures

	FY 2018 Budget	FY 2018 Actual	FY 2019 Budget	FY 2019 Projected	FY 2020 Budget	FY 2020 Percent to Total	Budget % Change FY 2019 to FY 2020
REVENUES							
ICCB Grants	$ 463,570	$ 646,188	$ 562,668	$ 499,475	$ 513,674	0.80%	-8.7%
All Other State Government[1]	29,428,987	40,559,294	44,131,337	48,414,545	46,100,181	71.83%	4.5%
Federal Government	18,220,379	16,272,999	17,759,128	16,159,296	17,025,293	26.53%	-4.1%
Tuition and Fees	25,000	15,679	25,000	13,557	15,000	0.02%	-40.0%
Sales and Services	1,000	-	1,000	-	500	0.00%	-50.0%
Other Sources	285,000	294,328	250,000	210,175	525,488	0.82%	110.2%
Total Revenues	48,423,936	57,788,488	62,729,133	65,297,048	64,180,136	100.00%	2.3%
EXPENDITURES							
Instruction	1,169,500	1,833,141	1,262,144	1,178,254	1,366,474	1.78%	8.3%
Academic Support	1,466,603	1,087,411	1,127,177	914,980	1,103,149	1.44%	-2.1%
Student Services	35,000	40,416	-	41,944	35,488	0.05%	100.0%
Public Service	2,650,903	1,891,580	2,430,460	2,080,275	3,240,901	4.22%	33.3%
Institutional Support[1]	36,992,992	39,837,145	52,134,478	52,252,334	53,957,238	70.28%	3.5%
Scholarships, Student Grants, and Waivers	16,134,944	17,075,606	16,271,997	16,812,590	17,070,579	22.23%	4.9%
Total Expenditures	58,449,942	61,765,299	73,226,256	73,280,377	76,773,829	100.00%	4.8%
Excess (Deficiency) of Revenue over Expenditures	(10,026,006)	(3,976,811)	(10,497,123)	(7,983,329)	(12,593,693)		-20.0%
Other financing sources(uses) Transfers(to) from other funds	1,969,370	2,888,964	1,916,085	14,345,070	1,899,514		-0.9%
Total Other Financing Sources	1,969,370	2,888,964	1,916,085	14,345,070	1,899,514		-0.9%
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	(8,056,636)	(1,087,847)	(8,581,038)	6,361,741	(10,694,179)		-24.6%
BEGINNING FUND BALANCE	12,618,031	12,618,031	11,530,184	11,530,184	17,891,925		55.2%
ENDING FUND BALANCE	$ 4,561,395	$ 11,530,184	$ 2,949,146	$ 17,891,925	$ 7,197,746		144.1%
[1] Includes SURS on behalf payments	25,000,000	36,188,946	40,000,000	43,870,609	40,000,000		

Restricted Purposes Fund
Expenditures by Object

		FY 2018 Budget		FY 2018 Actual		FY 2019 Budget		FY 2019 Projected		FY 2020 Budget	FY 2020 Percent to Total	Budget % Change FY 2019 to FY 2020
Salaries	$	3,549,271	$	2,689,253	$	3,150,998	$	2,788,804	$	3,346,679	4.36%	6.2%
Employee Benefits[1]		26,102,575		36,641,206		41,060,233		44,262,400		40,970,190	53.36%	-0.2%
Contractual Services		4,387,282		1,596,343		4,195,575		1,183,331		4,071,561	5.30%	-3.0%
General Materials/Supplies		1,253,258		550,205		1,248,406		453,682		2,573,400	3.35%	106.1%
Travel and Meeting		177,061		163,618		201,816		134,562		163,766	0.21%	-18.9%
Fixed Charges		156,745		186,114		183,514		296,708		409,000	0.53%	122.9%
Utilities		7,400		10,205		13,350		30,546		53,499	0.07%	300.7%
Capital Outlay		5,159,467		1,724,173		5,424,397		1,172,109		4,791,942	6.24%	-11.7%
Other		17,556,883		18,204,182		17,597,967		22,958,235		20,393,792	26.56%	15.9%
Contingency		100,000		-		150,000		-		-	0.00%	-100.0%
Total Expenditures	$	58,449,942	$	61,765,299	$	73,226,256	$	73,280,377	$	76,773,829	100.00%	4.8%

[1] Includes SURS on behalf payments

	$	25,000,000	$	36,188,946	$	40,000,000	$	43,870,609	$	40,000,000

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Working Cash Fund
Revenues and Expenditures

	FY 2018 Budget	FY 2018 Actual	FY 2019 Budget	FY 2019 Projected	FY 2020 Budget	FY 2020 Percent to Total	Budget % Change FY 2019 to FY 2020
REVENUES							
Other Sources	$ 80,000	$ 193,811	$ 190,000	$ 346,409	$ 335,000	100%	76.3%
Total Revenues	80,000	193,811	190,000	346,409	335,000	100%	76.3%
EXPENDITURES							
Total Expenditures	-	-	-	-	-		
Excess (Deficiency) of Revenue over Expenditures	80,000	193,811	190,000	346,409	335,000		76.3%
BEGINNING FUND BALANCE	15,851,076	15,851,076	16,044,887	16,044,887	16,391,296		2.2%
ENDING FUND BALANCE	$ 15,931,076	$ 16,044,887	$ 16,234,887	$ 16,391,296	$ 16,726,296		3.0%

Debt Obligations

In the tax-capped portions of Illinois, the only bonded debt that can be incurred without voter approval are alternative revenue bonds and the bonding authority available within the debt service extension base. The tax cap laws limit debt to 1994 levels (when tax caps were applied), unless a referendum is approved by the voters. Starting in 2009, the law was amended to allow a CPI factor to be applied to the debt service extension base. For tax levy year 2018 the College's debt service extension base is $2,437,488, based on the December 2016 CPI of 2.1%. The College has a long term financial plan which includes utilizing these funds for necessary expenditures. Limited bonds of approximately $4.6 million were sold in FY 2019 under the debt service extension base to help fund capital projects identified in the campus master plan.

Two successful referendums, an $88.8 million referendum in November of 2000 and $153.6 million in November, 2008 account for 94% of the outstanding debt. Both series of bonds have been refunded, resulting in millions in interest savings. These referendums provided a funding stream for building, and the repair and replacement of physical plant assets. In November 2018 a new $180 million referendum was passed, with bonds expected to be sold in FY 2021.

The College's debt is modest compared to limits set by the state statute. The debt limit set by law is $542.9 million based on 2.875% of the 2018 equalized assessed valuation of $18.9 billion. The College's outstanding principal is $117.8 million, well below the statutory limitation. A schedule of debt maturities follows on the next page.

Principal and interest payments on debt are paid from the Bond and Interest Fund. A financial summary of that fund follows the debt maturities schedule.

The College continues to have an outstanding financial reputation as evidenced by its Aaa bond rating issued by Moody's, which is the highest rating it awards. At the time the rating was originally issued in 2001, the College was one of only three community colleges in the United States, and the only one in Illinois, to be granted the Aaa rating. This rating has been maintained and was most recently reaffirmed by Moody's in February 2019. 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.

Schedule of Debt Maturities (Unaudited)
For the year ended June 30, 2019

General Obligation Refunding Bonds - Series 2015B

| | Interest Rate | Amounts due during year | | Total |
		Principal	Interest	
2019-2020	5.000	3,690,000	304,750	3,994,750
2020-2021	5.000	4,250,000	106,250	4,356,250
Total		$ 7,940,000	$ 411,000	$ 8,351,000

General Obligation Refunding Bonds - Series 2017B

| | Interest Rate | Amounts due during year | | Total |
		Principal	Interest	
2019-2020	5.000	8,200,000	4,943,000	13,143,000
2020-2021	5.000	9,870,000	4,491,250	14,361,250
2021-2022	5.000	8,385,000	4,034,875	12,419,875
2022-2023	5.000	9,000,000	3,600,250	12,600,250
2023-2024	5.000	9,635,000	3,134,375	12,769,375
2024-2025	5.000	10,145,000	2,639,875	12,784,875
2025-2026	5.000	10,775,000	2,116,875	12,891,875
2026-2027	5.000	11,500,000	1,560,000	13,060,000
2027-2028	5.000	12,310,000	964,750	13,274,750
2028-2029	5.000	13,140,000	328,500	13,468,500
Total		$ 102,960,000	$ 27,813,750	$ 130,773,750

Limited Tax Bonds – Series 2017A

| | Interest Rate | Amounts due during year | | Total |
		Principal	Interest	
2019-2020	5.000	2,315,000	57,875	2,372,875
Total		$ 2,315,000	$ 57,875	$ 2,372,875

Limited Tax Bonds – Series 2019

| | Interest Rate | Amounts due during year | | Total |
		Principal	Interest	
2019-2020	5.000	-	172,174	172,174
2020-2021	5.000	2,305,000	170,875	2,475,875
2021-2022	5.000	2,265,000	56,625	2,321,625
Total		$ 4,570,000	$ 399,674	$ 4,969,674

Total Change in Bond Principal

Balance at July 1, 2018	$ 126,895,000
Bonds issued during the year	4,570,000
Bonds retired during the year	(13,680,000)
Balance at June 30, 2019	$ 117,785,000

Bond and Interest Fund
Revenues and Expenditures

	FY 2018 Budget	FY 2018 Actual	FY 2019 Budget	FY 2019 Projected	FY 2020 Budget	FY 2020 Percent to Total	Budget % Change FY 2019 to FY 2020
REVENUES							
Local Government	$ 19,951,275	$ 19,608,043	$ 20,357,307	$ 20,420,593	$ 21,298,814	99.39%	4.6%
Other Sources	60,000	193,069	120,000	282,288	130,000	0.61%	8.3%
Total Revenues	20,011,275	19,801,112	20,477,307	20,702,881	21,428,814	100.00%	4.6%
EXPENDITURES							
Institutional Support							
Fixed Charges	18,997,937	18,578,316	26,806,275	19,621,763	19,682,799	99.97%	-26.6%
Other	5,500	556,195	5,500	1,306	5,500	0.03%	0.0%
Total Institutional Support	19,003,437	19,134,511	26,811,775	19,623,069	19,688,299	100.00%	-26.6%
Total Expenditures	19,003,437	19,134,511	26,811,775	19,623,069	19,688,299	100.00%	-26.6%
Excess (Deficiency) of Revenue over Expenditures	1,007,838	666,601	(6,334,468)	1,079,812	1,740,515		-127.5%
Other financing sources(uses)							
Proceeds from bond issue	-	122,223,805	-	-	-		
Transfers(to) from other funds	-	-	-	(7,000,000)	-		
Payment to escrow agent for refunded bonds	-	(121,665,354)	-	-	-		
Total Other Financing Sources	-	558,451	-	(7,000,000)	-		
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	1,007,838	1,225,052	(6,334,468)	(5,920,188)	1,740,515		-127.5%
BEGINNING FUND BALANCE	13,138,897	13,138,897	14,363,949	14,363,949	8,443,761		-41.2%
ENDING FUND BALANCE	$ 14,146,735	$ 14,363,949	$ 8,029,481	$ 8,443,761	$ 10,184,276		26.8%

Master Planning and Capital Projects

In the fall of 2008, Harper College's district passed a $153.6 million capital bond referendum. The 2010 Campus Master Plan provided the vision to utilize these funds to update the College's physical plant through 2020. Every five years the Master Plan is updated, with the latest being finalized in February 2017 looking forward to 2020 and beyond. The updated Master Plan identified several common themes: continuing to work towards creating a welcoming campus, supporting growth of academic programs, flexibility for changing programs, and creating 21st century learning environments built around cost-effectiveness and sustainability. Master Plan projects that have been provided for in the FY 2020 capital budget are renovations and additions for the Canning Center, bridge connecting Building M and the Canning Center, and funds to begin design work for the University/Innovation Center. These projects, along with planned infrastructure projects, are projected to exhaust these referendum funds over the next year.

In the fall of 2018, a new $180 million capital bond referendum was passed which, starting in FY 2021, will fund the next Master Plan priorities of continued renovations of aging buildings, and maintaining and improving campus infrastructure.

Other sources of funding for capital projects include non-referendum limited obligation bonds issued every two years yielding around $5 million, operating surpluses, and an annual small project operating budget of $250,000 used for projects under $25,000.

The capital projects budget is provided for in the Operations and Maintenance (Restricted) Fund. The budget for FY 2020 includes planned infrastructure projects of $19 million.

	Project Estimated Cost	FY 2020 Budget Request
Building Integrity	$ 1,239,478	$ 1,238,988
Sustainability	180,000	180,000
Renewal	1,167,158	633,888
Program Support	77,313,698	28,126,819
Safety and Statutory	9,397,399	8,591,435
System Reliability	17,136,711	9,747,706
Contingency		1,000,000
Total Capital Projects	$ 106,434,444	$ 49,518,836

As the table above shows, $28.1 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 were included in the recently passed State budget, and are waiting on further notice from the State.

- Construction of the new Canning Center – Prior to the State hold, the construction documents were completed and the project had been ready for bidding. The FY 2020 budgeted project cost is $18.6 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 2020 budgeted project cost is $1.8 million. The total estimated project cost is $5.3 million, which includes a state contribution of $3.9 million.

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

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

Other projects budgeted in FY 2020 include $1.1 million for building envelope maintenance for the Learning and Career Center, $1.4 million for replacement of gym floor, $1.7 million for utility tunnel repairs, and $2.4 million for a pedestrian bridge connecting Building M and A to be completed with the Canning Center project.

Many of the projects scheduled to be completed in FY 2020 are remodeling projects that do not impact the operating budget.

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

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

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

The State-run Canning Center project is expected to add additional costs for utilities, contractual services, and materials from the 66,400 square foot addition. The earliest operating budget impact would be FY 2022.

The impact on the operating budget will be monitored and adjusted on an annual basis.

A financial summary of the Operations and Maintenance (Restricted) Fund and detailed list of all budgeted capital projects follows.

Operations and Maintenance (Restricted) Fund
Revenues and Expenditures

	FY 2018 Budget	FY 2018 Actual	FY 2019 Budget	FY 2019 Projected	FY 2020 Budget	FY 2020 Percent to Total	Budget % Change FY 2019 to FY 2020
REVENUES							
Local Government	$ 7,950,000	$ 5,935,081	$ 1,121,348	$ 1,948,838	$ 45,000	0.21%	-96.0%
All Other State Government	20,394,500	-	20,394,500	-	21,056,170	96.02%	3.2%
Tuition and Fees	545,000	525,923	535,000	512,202	517,000	2.36%	-3.4%
Other Sources	255,000	559,933	386,500	452,421	310,000	1.41%	-19.8%
Total Revenues	29,144,500	7,020,937	22,437,348	2,913,461	21,928,170	100.00%	-2.3%
EXPENDITURES							
Institutional Support							
Contractual Services	2,563,462	1,739,926	3,594,566	1,174,310	4,394,275	8.87%	22.2%
Materials and Supplies	-	196,319	-	246,661	-	0.00%	
Fixed Charges	-	170	-	29,387	-	0.00%	
Capital Outlay	87,629,353	48,156,901	48,519,506	9,131,553	44,124,561	89.11%	-9.1%
Other	-	39,600	205,000	100,111	-	0.00%	-100.0%
Provision for Contingency	1,000,000	-	1,000,000	-	1,000,000	2.02%	0.0%
Total Institutional Support	91,192,815	50,132,916	53,319,072	10,682,022	49,518,836	100.00%	-7.1%
Total Expenditures	91,192,815	50,132,916	53,319,072	10,682,022	49,518,836	100.00%	-7.1%
Excess (Deficiency) of Revenue over Expenditures	(62,048,315)	(43,111,979)	(30,881,724)	(7,768,561)	(27,590,666)		10.7%
Other financing sources(uses)							
Proceeds from bond issue	-	-	12,100,000	4,891,082	-		
Transfers(to) from other funds	-	-	-	9,500,000	2,000,000		
Total Other Financing Sources	-	-	12,100,000	14,391,082	2,000,000		
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	(62,048,315)	(43,111,979)	(18,781,724)	6,622,521	(25,590,666)		-36.3%
BEGINNING FUND BALANCE	79,236,629	79,236,629	36,124,650	36,124,650	42,747,171		18.3%
ENDING FUND BALANCE	$ 17,188,314	$ 36,124,650	$ 17,342,926	$ 42,747,171	$ 17,156,505		-1.1%

FY 2020 Capital Projects

	Project Description	Project Estimated Cost	FY 2020 Preliminary Budget	FY 2021 Projected
Building Integrity				
LCC Building Envelope	Maintenance of LCC building envelope to include tuckpointing and replacement of any damaged interior drywall	$ 1,089,478	$ 1,088,988	
Annual Roof Survey and Repairs	Annual roof survey followed by repairs to maintain the manufacturer's warranty where applicable and maintain water-tight roofs.	150,000	150,000	
	TOTAL	$ 1,239,478	$ 1,238,988	$ -
Sustainability				
Annual Indoor Lighting Level Control Installations	Provide annual maintenance for lighting controls in class and conference rooms throughout the college to allow for various light required light levels.	$ 50,000	$ 50,000	
Increase Energy Optimization Measures	Implement projects in identified from the monitoring based commissioning program	100,000	100,000	
Irrigation Controllers	Replace failing irrigation controllers to meet institutional effectiveness measure for water consumption reduction.	30,000	30,000	
	TOTAL	$ 180,000	$ 180,000	$ -
Renewal				
New Marquee Sign Refurbishment	Algonquin Road marquee sign electronics refurbishment.	$ 110,000	$ 110,000	
Tennis Courts Refurbishment	Tennis courts refurbishment to extend useful life by 5 years	377,500	344,230	
Bldg R Lobby	Replace carpet in Performing Arts Center lobby	79,658	79,658	
Annual Exterior Signage Maintenance	Annual refurbishing of vehicular and external directional signage across campus.	50,000	50,000	
Annual Exterior Gathering Areas	Improvements to exterior gathering areas to include tables, benches, trash and recycling containers	50,000	50,000	
Canning Center (Bldg A) Landscaping	Landscaping around the Canning Center, (does not include north side.)	500,000		$ 500,000
	TOTAL	$ 1,167,158	$ 633,888	$ 500,000

FY 2020 Capital Projects

	Project Description	Project Estimated Cost	FY 2020 Preliminary Budget	FY 2021 Projected
Program Support				
New	University Center	Provide space needs for the University Center, the Professional Center, the Innovation and Entrepreneurship Hub, and the Testing and Certification Center. (2020 Total Estimate $28,589,600) FY20 request for Professional Services through Design	$ 840,000	$ 840,000	
New	Bldg X DHY Lab	Convert existing classroom space (X-143) to an 18 unit simulation lab with dental simulators, computers, broadcast system, etc.	769,000	769,000	
New	Bldg X Nutrition Lab	Remodel nutrition lab X229	498,100	498,100	
New	Bldg Y ELT Lab	Y110 Remodeling: ELT program needs an additional lab to support increased enrollment and new curriculum (ELT240), as well as reconfigure other labs which are overcrowded	280,000	280,000	
New	Bldg X,Y Convert Moveable Walls & MS Div Ofc	Make moveable walls between X228B, X228C, and X228D permanent walls with doorways and electrical. Remodel Y103 Math and Science Division Office and Conference Room	276,700	276,700	
New	Bldg F Group Study Rooms	Convert F311 and F362 Microfilm Area into Group Study Rooms	192,000	192,000	
New	Bldg M Athletics Display Cases	Bldg M Athletics Hallway - Custom Display Cases, Trophy Cases, Graphics, Touch Screen Video Display.	132,000	132,000	
New	Bldg X Steam Sterilizer Surg Tech Lab	Provide and install Steam Sterilizer in the Surgical Tech Lab X228H	122,000	122,000	
New	Bldg B Police Simplex Console Upgrades	Upgrade outdated Simplex Console and program (Record Managements System & Computer Aided Dispatch) to integrate with a digital radio system to ensure effective and reliant communications in cases of emergency	110,000	110,000	
New	Bldg I Stu Dev Classroom	Return Room I117g from a conference room to a classroom for 20 students	73,400	73,400	
New	Bldg P Music Classrooms Storage	Music Classrooms Storage - Find solution for broken laminate cabinets. P202 & P205	48,500	48,500	
New	Bldg H Heat Trace Piping	Bldg H - Heat trace to protect the piping out side the patio from freezing	28,800	28,800	
	Bldg F Post Occupancy	Provide for post occupancy needs for Bldg F	250,000	188,253	
	Bldg M Post Occupancy	Provide for post occupancy needs for Bldg M	250,000	212,287	
Increase	Bldg M Gym Floor	Replacement of gym floor	1,445,000	1,417,074	
	Bldg X Dental Hygiene Clinic Work Station	Pipe water to work station in DHY cliniic X102	119,300	119,300	
	Bldg X Limited Enrollment Specialists Office Space	Remodel Health Careers division office to add two office spaces for limited enrollment specialists	112,000	112,000	
	Canning Center	The Master Plan proposes the Canning Center as a combination of additions and renovations of Buildings A and K. The Center shall group all student services and related functions into one location on campus. Capital Development Board (CDB) project	61,683,650	18,615,000	$ 40,004,900

FY 2020 Capital Projects

	Project Description	Project Estimated Cost	FY 2020 Preliminary Budget	FY 2021 Projected
Hospitality Programming	Replacement or renovation of program facility in Building A due to age and space limitations. Capital Development Board (CDB) project	5,259,700	1,765,000	3,494,700
Department Temporary Relocation Services	Professional services for temporary departmental relocations to accommodate renovation projects. Remaining funds reserved for Canning Center	2,000,000	1,011,293	
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
Bldg D Artwork	Post-occupancy artwork	144,000	144,000	
Increase Bldg B Police Operations Center	Update police operations center to include new computer station and hardware and additional furniture and bring toilet rooms up to code	492,048	484,612	
	TOTAL	$ 77,313,698	$ 28,126,819	$ 44,999,600

Safety and Statutory

		Project Description	Project Estimated Cost	FY 2020 Preliminary Budget	FY 2021 Projected
New	Bldg Y Data Center	Data Center Y 211 Emergency Power Off , Redundant Air Conditioning-Liebert Unit, Redundant Power Supply and Back-up Systems	$ 946,100	$ 946,100	
Annual	Sidewalk, Stairs, Retng Walls Maintenance 2020	Sidewalks, Exterior Stairs, and Retaining Walls Maintenance 2020: Annual maintenance and replacement	766,702	766,702	
Annual	Parking Lot and Garage Maintenance 2020	Parking Lot and Garage Maintenance 2020: Annual inspection and maintenance of the parking lots, garage, and roadways for safety and to extend the life of the surfaces.	544,546	544,546	
New	Bldg B System Upgrades	Building B - HVAC System Upgrades and Electrical Panel Replacement. Panels that are original to the building are at the end of their useful life and should be replaced. Existing code deficiencies (Transformers located below panels) should be remedied during this time.	573,000	573,000	
New	Fire Sprinkler Testing	Campus: Fire Sprinkler Testing Required every five years	75,000	75,000	
New	Running Track Resurface	Resurface Running Track: feasibility study required to identify options and budget. Cost includes temporary repairs.	50,000	50,000	
New	Outdoor Security Cameras	Complete security camera coverage of North walkways effecting the outdoor Theater, walkways, D loading dock and pedestrian bridge.	36,000	36,000	
Annual	Accessibility Upgrades	Annual accessibility upgrades to comply with 2010 Americans with Disabilities Act (ADA) Standards for Accessible Design	30,000	30,000	
	Bridge Bldg M and A	Construct pedestrian bridge between Buildings M and A to be completed with the Canning Center project	2,399,800	2,399,800	
	OSHA Roof Compliance	Install guards, anchors on roofs to comply with OSHA requirement	982,143	732,047	
	Parking Lot Maintenance 2019	Annual maintenance of the parking lots and roadways for safety and to extend the life of the surfaces.	427,448	322,504	
	Sidewalk Maintenance 2019	Annual maintenance and replacement of sidewalks that were damaged over the winter	388,560	304,280	
	Arc Flash Study	Arc Flash study required per recent code update to be performed over multiple years	200,000	18,000	
	Chiller Plant Refrigeration Leak Detection	Leak detection system for chiller plant	160,000	46,943	

FY 2020 Capital Projects

Project Description		Project Estimated Cost	FY 2020 Preliminary Budget	FY 2021 Projected
Parking Lot Reconstruction: HPC & LCC	Parking Lot Reconstruction - HPC & LCC Capital Development Board project, capital renewal funds	1,370,100	1,370,100	
HPC Washroom Renovations	Renovate and refresh restrooms at HPC (125 & 126) to meet current accessibility requirements.	285,000	238,276	
HVAC Equipment Removal	Remove abandoned chillers, cooling towers, pumps, and associated piping at multiple locations.	100,000	75,137	
Parking Structure Artwork	Post-occupancy work for artwork	63,000	63,000	
	TOTAL	$ 9,397,399	$ 8,591,435	$ -

System Reliability

		Project Description		Project Estimated Cost	FY 2020 Preliminary Budget	FY 2021 Projected
New	Utility Tunnel Repairs Phase II	Utility tunnels repairs Phase II: replacement of expansion joints, condensate piping, gate valves, pipe supports, and demolition of abandoned components Capital Development Board (CDB) project		$ 1,138,583	$ 1,138,583	
New	Utility Tunnel Repairs Phase III	Utility tunnels repairs Phase III: replacement of expansion joints, condensate piping, gate valves, pipe supports, and demolition of abandoned components		543,300	543,300	
New	Bldg W Water Infiltration Repairs	Correct water infiltration at Amphitheater Bldg W		192,500	192,500	
New	Lake Aerator Replacement	Lake fountain (aerator) replacement at west side of lake		26,000	26,000	
Increase	Air Handling Unit Improvements	Air handling unit improvements Phase I: Replace failing variable speed drives for HVAC in Bldgs R, W, and X, Y, Z; economizer and outdoor air intake reconfiguration		988,100	947,718	
	Tunnels Fiber Optic Cable	Expand fiber optic cable in tunnels between data centers in Bldgs A, Y, and D		246,000	246,000	
	Lennel System Upgrades	Upgrade and integrate access systems (keys and proximity cards) and equipment with Lennel		82,028	33,902	
Annual	Lennel System Maintenance	Annual maintenance of the card access system including hardware components and software upgrades to maintain the reliability of the system to maintain safety and security		50,000	50,000	
Annual	Building Automation Systems Maintenance	Recuring BAS hardware/software updating and maintenance		125,000	125,000	
Annual	Campus Infrastructure: Piping Insulation	Campus-wide piping insulation. Annual requirement		30,000	30,000	
Increase	Bldg D HVAC control enhancements	Install HVAC control enhancements throughout building		234,600	229,300	

FY 2020 Capital Projects

	Project Description	Project Estimated Cost	FY 2020 Preliminary Budget	FY 2021 Projected
West Campus Infrastructure	Projects identified from the 2013 Campus Infrastructure Master Plan include upgrades to building P chiller plant for chilled water to serve Buildings A, C, and W, installation of a standby generator which will serve Buildings A, C, E, and W, Building A loading dock improvements, and the resulting utility relocation that is required to allow for the construction of these items and to accommodate the Canning Center Project.	10,256,100	5,930,403	
Campus Building Automation Systems (BAS)	Install, replace, upgrade building automation systems to Campus standard to reduce energy usage, reduce the Campus carbon footprint, and increase the life expectancy of the mechanical equipment.	3,119,500	150,000	
Campus Infrastructure: IT closet upgrades	Upgrade IT closet HVAC and power throughout campus.	105,000	105,000	
TOTAL		$ 17,136,711	$ 9,747,706	$ -

	Project Estimated Cost	FY 2020 Preliminary Budget	FY 2021 Projected
Building Integrity	$ 1,239,478	$ 1,238,988	$ -
Sustainability	180,000	180,000	-
Renewal	1,167,158	633,888	500,000
Program Support	77,313,698	28,126,819	44,999,600
Safety and Statutory	9,397,399	8,591,435	-
System Reliability	17,136,711	9,747,706	-
Grand Total	$ 106,434,444	$ 48,518,836	$ 45,499,600
Contingency		$ 1,000,000	$ -
Total Budget Request		$ 49,518,836	$ 45,499,600

Financial Forecasting and Long Range Financial Planning

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

The Five-Year Financial Plan contains the following:

- Executive Summary and Financial Policies and Guidelines
- Historical Information
- Five-Year Projections by Fund and Fund Groupings
- Financial Plan Alternatives

The purpose of the Five-Year Financial Plan is to create a framework which allows the College and the Board of Trustees to examine the long range financial implications of the many major financial decisions that are made. The Five-Year Financial Plan is not intended to be a detailed line item budget for five years, but rather, it is intended to provide a "broad brush" overview of the financial position and the resulting impact of the financial decisions that must be made. The Five-Year Financial Plan is also intended to look prospectively at expenditures, the means of financing those expenditures, and the financial position over a longer period of time than the traditional one-year budget. Excerpts from the December 2018 financial plan follow.

Financial Guidelines

- Continue the current practice of maintaining a balanced budget across the tax-capped funds, which include the Education, Operations and Maintenance, Audit, and Liability, Protection, and Settlement Funds.

- Limit annual tuition and per credit hour fee increases to 5% of total tuition and fees or the Illinois statute limitation using the Higher Education Cost Adjustment (HECA) rate change as a guideline, as appropriate, to promote a balanced budget for Harper College and financial consistency for Harper students. (*Board Policy 07.01.04 Revised 12/16/15*)

- Maintain current practice of increasing and/or adding fees to make up for shortfalls in other revenue sources including state funding and property tax reductions due to successful Property Tax Appeal Board appeals.

- Continue the board policy of maintaining a fund balance in the combined Tax Capped Funds (Education, Operations and Maintenance, Audit, and Liability, Protection, and Settlement Funds) between 40% and 60% of the budgeted annual expenditures. *(Board Policy 07.01.04 Revised 6/20/12)*

- Support quality teaching and learning through sound financial practices consistent with maintaining a Aaa bond rating. *(Board Policy 07.01.04)*

	Base Year FY 2019 Budget	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
William Rainey Harper College						
All Funds *						
Five Year Projection						
Revenues						
Local Tax Revenue	$ 79,207,461	$ 81,919,568	$ 84,767,055	$ 86,911,728	$ 89,102,245	$ 91,416,141
All other local revenue	720,000	720,000	720,000	720,000	720,000	720,000
ICCB grants	3,073,668	3,073,668	3,073,668	3,073,668	3,073,668	3,073,668
All other state revenue [1]	24,274,837	17,380,337	11,380,337	3,880,337	3,880,337	3,880,337
Federal revenue	17,784,128	18,228,106	18,628,574	19,093,663	19,570,380	20,059,015
Student tuition and fees	54,090,632	55,148,095	56,820,286	58,426,372	60,124,938	61,970,157
All other revenue	7,476,576	6,470,000	6,961,347	9,267,434	9,376,174	9,487,632
Unanticipated revenue	600,000	600,000	600,000	600,000	600,000	600,000
Total Revenues	187,227,302	183,539,774	182,951,267	181,973,202	186,447,742	191,206,950
Expenditures						
Salaries	79,201,472	81,635,043	83,777,942	86,147,463	88,301,147	90,508,676
Benefits [1]	16,252,989	17,173,241	18,717,767	20,401,157	22,236,050	24,236,047
Contractual Services	16,966,900	14,681,157	14,319,649	12,321,439	11,079,555	11,344,126
General Materials & Supplies	7,825,532	7,825,532	7,997,695	8,197,638	8,402,579	8,612,644
Conference & Meeting	1,760,165	1,760,165	1,798,888	1,843,859	1,889,955	1,937,204
Fixed Charges	27,774,036	20,594,186	25,686,207	22,898,191	23,169,085	23,460,610
Utilities	3,769,797	3,769,797	3,852,733	3,949,051	4,047,777	4,148,971
Capital Outlay	56,321,391	33,396,885	34,700,007	21,017,507	8,336,695	8,407,612
Other Expenditures	31,093,194	24,223,194	24,755,983	25,374,745	26,008,976	26,659,064
Contingency	1,410,000	410,000	411,320	412,853	414,424	416,035
Offset for Unanticipated Revenue	600,000	600,000	600,000	600,000	600,000	600,000
Expense Adjustment	(2,500,000)	(2,500,000)	(2,500,000)	(2,500,000)	(2,500,000)	(2,500,000)
Total Expenditures	240,475,476	203,569,200	214,118,191	200,663,903	191,986,243	197,830,989
Excess (Deficiency) of Revenue over Expenditures	(53,248,174)	(20,029,426)	(31,166,924)	(18,690,701)	(5,538,501)	(6,624,039)
Other financing sources (uses):						
Proceeds from bond issue	12,100,000	-	185,100,000	-	5,100,000	-
Total other financing sources (uses)	12,100,000	-	185,100,000	-	5,100,000	-
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources (uses)	(41,148,174)	(20,029,426)	153,933,076	(18,690,701)	(438,501)	(6,624,039)
Beginning Fund Balance	148,222,112	107,073,938	87,044,512	240,977,588	222,286,887	221,848,386
Ending Fund Balance	$ 107,073,938	$ 87,044,512	$ 240,977,588	$ 222,286,887	$ 221,848,386	$ 215,224,347

[1] 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.

	Base Year FY 2019 Budget	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
William Rainey Harper College						
All Tax Capped Funds (Education, Operations and Maintenance, Audit, and Liability, Protection, and Settlement Funds)						
Five Year Projection						
Revenues						
Local Tax Revenue	$ 58,850,154	$ 60,612,935	$ 62,323,831	$ 64,084,343	$ 65,990,639	$ 67,952,217
All other local revenue	720,000	720,000	720,000	720,000	720,000	720,000
ICCB grants	2,260,000	2,260,000	2,260,000	2,260,000	2,260,000	2,260,000
Federal revenue	25,000	25,000	25,000	25,000	25,000	25,000
Student tuition and fees	48,855,632	49,042,960	50,595,775	52,064,148	53,620,875	55,319,549
All other revenue	1,607,860	1,607,860	1,607,860	1,607,860	1,607,860	1,607,860
Unanticipated revenue	600,000	600,000	600,000	600,000	600,000	600,000
Total Revenues	112,918,646	114,868,755	118,132,466	121,361,351	124,824,374	128,484,626
Expenditures						
Salaries	71,761,385	74,008,750	75,983,602	78,158,043	80,111,993	82,114,794
Benefits	14,541,938	15,853,195	17,278,917	18,832,811	20,526,552	22,372,695
Contractual Services	6,678,653	6,682,476	6,829,697	7,000,488	7,175,580	7,355,052
General Materials & Supplies	5,558,554	5,558,554	5,680,843	5,822,864	5,968,436	6,117,647
Conference & Meeting	1,223,157	1,223,157	1,250,066	1,281,317	1,313,350	1,346,184
Fixed Charges	640,747	640,747	654,844	671,216	687,996	705,196
Utilities	3,370,800	3,370,800	3,444,958	3,531,082	3,619,359	3,709,843
Capital Outlay	1,731,140	1,731,140	1,769,225	1,813,456	1,858,793	1,905,263
Other Expenditures	6,612,287	6,612,287	6,757,757	6,926,701	7,099,869	7,277,366
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	(2,500,000)	(2,500,000)	(2,500,000)	(2,500,000)	(2,500,000)	(2,500,000)
Total Expenditures	110,568,661	114,131,106	118,099,909	122,487,978	126,811,928	131,354,040
Excess (Deficiency) of Revenue over Expenditures	2,349,985	737,649	32,557	(1,126,627)	(1,987,554)	(2,869,414)
Other financing sources (uses):						
Transfers (to) from other funds	(2,349,985)	(2,269,091)	(2,252,987)	(2,230,148)	(2,209,791)	(2,194,107)
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources (uses)	-	(1,531,442)	(2,220,430)	(3,356,775)	(4,197,345)	(5,063,521)
Beginning Fund Balance	54,990,782	54,990,782	53,459,340	51,238,910	47,882,135	43,684,790
Ending Fund Balance	$ 54,990,782	$ 53,459,340	$ 51,238,910	$ 47,882,135	$ 43,684,790	$ 38,621,269
Local Revenue/Total Revenue	52.8%	53.4%	53.4%	53.4%	53.4%	53.4%
ICCB Grants/Total Revenue	2.0%	2.0%	1.9%	1.9%	1.8%	1.8%
Student tuition and fees/Total Revenue	43.3%	42.7%	42.8%	42.9%	43.0%	43.1%
Salaries and Benefits/Total Expenditures	78.1%	78.7%	79.0%	79.2%	79.4%	79.5%
Fund Balance/Budgeted Expenditures	47.2%	44.4%	41.1%	37.1%	32.7%	28.9%

William Rainey Harper College						
Five-Year Financial Plan						
All Tax Capped Funds						
Revenue Major Assumptions						
Local Tax Revenue - Levy Year						
	2018	2019	2020	2021	2022	2023
CPI-U Change	2.1%	2.5%	2.2%	2.5%	2.5%	2.5%
New Construction	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%
Other Revenues						
		FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
ICCB Grants		0.0%	0.0%	0.0%	0.0%	0.0%
Credit Hour Enrollment		-0.4%	-0.7%	-1.0%	-0.9%	-0.7%
(see next page for detailed enrollment projections)						
Credit Hour Based Tuition and Fees	FY 2019 Base	Increase	Increase	Increase	Increase	Increase
Percentage Increase		3.8%	4.0%	4.0%	4.0%	4.0%
Tuition	$129.75	$5.75	$6.25	$6.50	$6.75	$7.00
Universal Fee	19.00	-	-	-	-	-
Total Credit Hour Based Tuition and Fees	$148.75	$154.50	$160.75	$167.25	$174.00	$181.00
Expenditure Major Assumptions						
		FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
Salaries - Full-Time Faculty [1]		3.60%	3.60%	3.60%	2.50%	2.50%
Salaries - Adjunct Faculty [2]		2.50%	2.20%	2.50%	2.50%	2.50%
Salaries - Professional/Technical		2.50%	2.20%	2.50%	2.50%	2.50%
Salaries - IEA/NEA Service Staff [3]		2.50%	2.20%	2.50%	2.50%	2.50%
Salaries - ICOPS Service Staff [4]		2.25%	3.00%	2.50%	2.50%	2.50%
Salaries - All other employee groups		2.50%	2.20%	2.50%	2.50%	2.50%
Benefits - Education and Operations & Maintenance Funds		9.00%	9.00%	9.00%	9.00%	9.00%
Benefits - Liability, Protection and Settlement Fund		0.00%	2.20%	2.50%	2.50%	2.50%
Contractual Services		0.00%	2.20%	2.50%	2.50%	2.50%
General Materials and Supplies		0.00%	2.20%	2.50%	2.50%	2.50%
Conference and Meeting		0.00%	2.20%	2.50%	2.50%	2.50%
Fixed Charges		0.00%	2.20%	2.50%	2.50%	2.50%
Utilities		0.00%	2.20%	2.50%	2.50%	2.50%
Capital Outlay		0.00%	2.20%	2.50%	2.50%	2.50%
Other Expenditures		0.00%	2.20%	2.50%	2.50%	2.50%

[1] Based on contract through FY 2022

[2] Based on contract through FY 2021

[3] Based on contract through FY 2020

[4] Based on contract through FY 2021

Enrollment Projections
FY 2020 - 2024

Fiscal Year FTE Totals

	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY24
Summer FTE	3,110	3,195	3,161	2,838	2,779	2,652	2,565	2,341	2,248	2,204	2,126	2,063	2,004	1,946	1,891
Summer % Chng		2.7%	-1.1%	-10.2%	-2.1%	-4.6%	-3.3%	-8.7%	-4.0%	-1.9%	-3.6%	-2.9%	-2.9%	-2.9%	-2.8%
Fall FTE	10,351	10,543	10,168	9,546	9,443	9,089	8,746	8,474	8,243	8,008	7,924	7,835	7,748	7,670	7,616
Fall % Change		1.9%	-3.6%	-6.1%	-1.1%	-3.7%	-3.8%	-3.1%	-2.7%	-2.9%	-1.0%	-1.1%	-1.1%	-1.0%	-0.7%
Spring FTE	10,027	9,976	9,388	9,232	8,894	8,714	8,609	8,535	8,261	8,103	8,019	7,942	7,914	7,891	7,868
Sprint % Chng		-0.5%	-5.9%	-1.7%	-3.7%	-2.0%	-1.2%	-0.9%	-3.2%	-1.9%	-1.0%	-1.0%	-0.3%	-0.3%	-0.3%

Projected New Sources of Enrollment

	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY24
Promise	-	-	-	-	-	-	-	-	-	-	60	110	110	110	110
New Programs	-	-	-	-	-	-	-	-	-	20	44	44	44	44	44
Annualized FTE	**11,743**	**11,857**	**11,358**	**10,808**	**10,558**	**10,228**	**9,960**	**9,675**	**9,376**	**9,178**	**9,138**	**9,074**	**8,987**	**8,908**	**8,842**
FY Total % Chng		**1.0%**	**-4.2%**	**-4.8%**	**-2.3%**	**-3.1%**	**-2.6%**	**-2.9%**	**-3.1%**	**-2.1%**	**-0.4%**	**-0.7%**	**-1.0%**	**-0.9%**	**-0.7%**

							Annualized FTE								
	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY24
New HS Grad	2,154	2,067	1,976	1,880	1,933	1,840	1,822	1,732	1,768	1,733	1,758	1,758	1,758	1,758	1,758
New 20-	524	533	497	480	470	452	426	426	372	369	365	357	349	342	335
Cont 20-	2,971	2,915	2,696	2,569	2,514	2,507	2,488	2,394	2,360	2,307	2,269	2,238	2,209	2,179	2,151
21+ / < 6 Hours	1,044	1,073	1,065	1,001	958	916	905	861	802	777	745	714	685	656	629
21+ / 6-11 Hours	2,107	2,370	2,345	2,154	2,082	2,019	1,949	1,927	1,861	1,837	1,814	1,795	1,778	1,764	1,761
21+ / 12+ Hours	1,939	1,992	1,832	1,630	1,525	1,383	1,236	1,167	1,158	1,068	1,018	991	989	988	987
AED	760	689	650	688	640	627	551	445	427	429	429	429	429	429	429
CE Reimb	119	99	116	124	142	118	119	101	83	65	65	65	65	65	65
Concurrent	24	27	31	21	21	21	16	17	21	19	19	19	19	19	19
Dual (off campus)	50	39	103	215	231	312	411	569	487	513	513	513	513	513	513
Dual (on campus)	50	55	49	45	42	32	39	37	36	40	40	40	40	40	40
Promise	-	-	-	-	-	-	-	-	-	-	60	110	110	110	110
New Programs	-	-	-	-	-	-	-	-	-	20	44	44	44	44	44
Total	11,743	11,857	11,358	10,808	10,558	10,228	9,960	9,675	9,376	9,178	9,138	9,074	8,987	8,908	8,842

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 2020'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 2020 are $116,026,482 compared to a budget of $112,918,646 for FY 2019. This represents an increase of $3,107,836, or 2.7%, The increases are primarily due to local government, and investment revenue which is reported under other sources.

Tax-Capped Funds
FY 2020 Budgeted Revenues

- Other Sources 3%
- Tuition & Fees 42%
- State Government 2%
- Local Government 53%
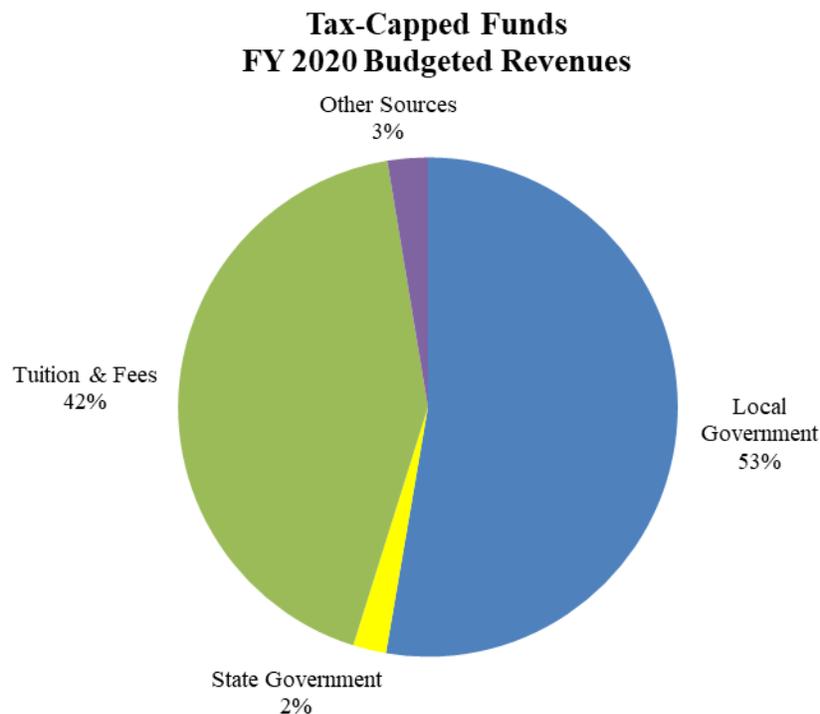
The following table and graph show revenues for the previous nine years, as well as the budgeted revenues for FY 2020. The graph below shows the dependence on local government revenues in the last several years as the other sources of revenue decline or remain relatively flat.

Tax-Capped Funds Revenues- History and FY 2020 Budget										
	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Actual	FY 2015 Actual	FY 2016 Actual	FY 2017 Actual	FY 2018 Actual	FY 2019 Projected	FY 2020 Budget
Local Government	$ 51,396,124	$ 52,733,896	$ 53,464,061	$ 55,317,505	$ 55,813,661	$ 57,675,831	$ 57,862,117	$ 58,331,093	$ 60,529,923	$ 61,132,815
Tuition and Fees	48,881,774	47,308,123	47,127,296	46,577,180	46,203,422	45,802,519	46,990,717	46,839,619	47,304,600	49,385,355
State Government	6,887,420	6,904,640	6,938,432	7,035,549	7,359,309	1,992,338	8,418,809	7,538,647	8,097,810	2,490,000
Other Sources	299,456	1,037,698	749,459	365,421	818,947	957,857	1,051,078	1,637,767	2,707,538	3,018,312
Total Revenues	$ 107,464,774	$ 107,984,357	$ 108,279,248	$ 109,295,655	$ 110,195,339	$ 106,428,545	$ 114,322,721	$ 114,347,126	$ 118,639,871	$ 116,026,482
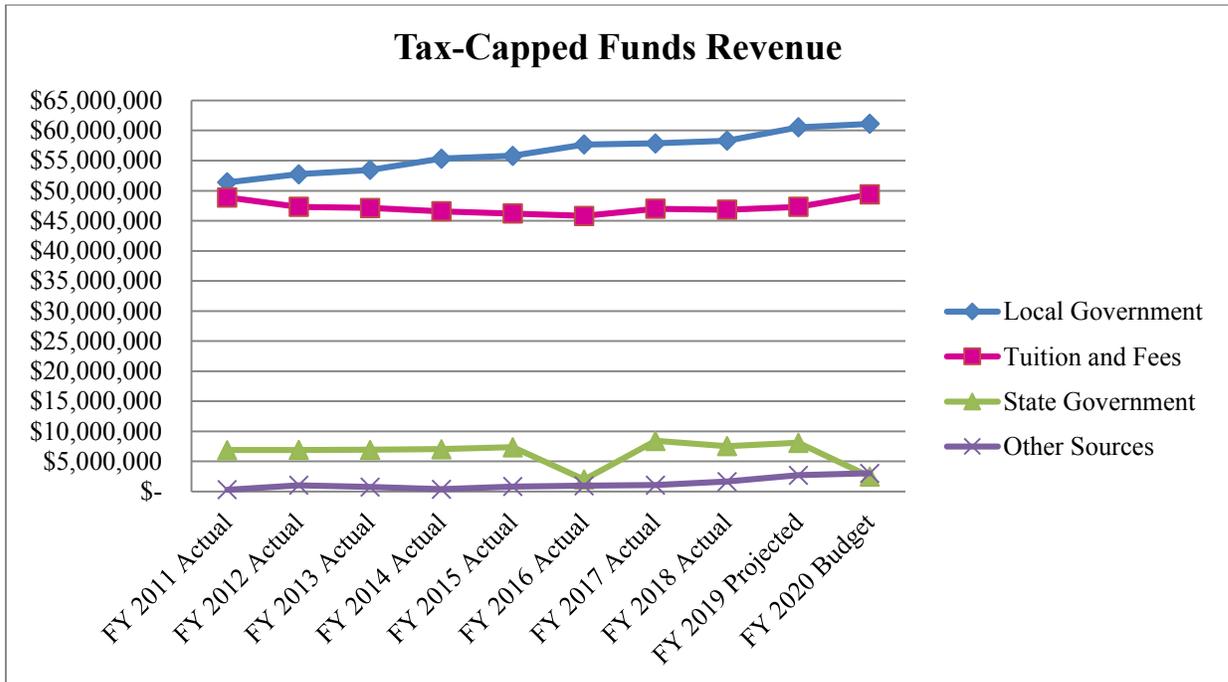
Local Government

Local government represents 53% 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 $59,570,154 in FY 2019 to $61,132,815 in FY 2020, or 2.6%.

Property Taxes

The Consumer Price Index for All Urban Consumers (CPI-U), which is the primary driver of property tax revenue increases, is released in mid-January, for the previous calendar year. The CPI-U for 2018 was 1.9%, which will affect the 2019 tax levy and approximately half of the tax revenues budgeted for FY 2020.

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.

Tax Year	2011	2012	2013	2014	2015	2016	2017	2018	2019
CPI	1.5%	3.0%	1.7%	1.5%	0.8%	0.7%	2.1%	2.1%	1.9%

The 2018 CPI-U increase of 1.9% will provide a modest increase in property tax revenue, however there remains downward pressure on this major revenue source due to property tax refunds from successful assessment appeals. Refunds paid in FY 2019, which are deducted from current year tax distributions, totaled $2.2 million.

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

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

2018 TAX YEAR VALUATIONS					
	COOK	LAKE	McHENRY	KANE	TOTAL
EAV for 2018 levy	$ 17,388,796,587	1,268,924,339	166,418,545	58,035,041	$ 18,882,174,512
EAV for 2017 tax year	$ 17,691,505,431	1,255,062,210	158,086,464	54,174,967	$ 19,158,829,072
Change from prior year	-1.7%	1.1%	5.3%	7.1%	-1.4%
Percentage of total 2018 EAV by county	92.1%	6.7%	0.9%	0.3%	100.00%
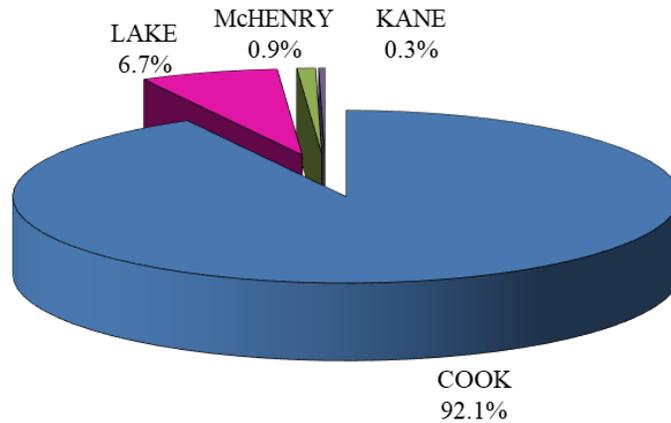
Tax rates and extensions are determined by each individual county. Cook County uses prior year EAV for determining the maximum allowable levy, whereas the other district counties use the current year EAV for both levy and rate determination. This process causes rates to vary by county.

Below are the blended extensions and rates by fund for all counties in the district, of which Cook County represents 92.1%.

2018 TAX RATES BY FUND								
	2018 Extensions	% of Total	2018 Tax Rates	2017 Extensions	% of Total	2017 Tax Rates	Max Legal Rates	% Change 2018/2017
Education	$ 49,779,576	60.2%	0.2636	$ 47,790,496	59.1%	0.2494	0.7500	4.16%
Operation and Maintenance	12,005,199	14.5%	0.0636	12,244,875	15.1%	0.0639	0.1000	-1.96%
Liability Protection and Settlement	17,789	0.0%	0.0001	18,013	0.0%	0.0001	none	-1.24%
Audit	17,789	0.0%	0.0001	18,013	0.0%	0.0001	0.0050	-1.24%
Subtotal Tax-Capped Funds	$ 61,820,353	74.8%	0.3274	$ 60,071,397	74.3%	0.3135		2.91%
Bond and Interest	20,865,493	25.2%	0.1105	20,809,248	25.7%	0.1086	none	0.27%
Total	$ 82,685,846	100.0%	0.4379	$ 80,880,645	100.0%	0.4222		2.23%

Distribution of each 2018 Tax Dollar

2018 Levy as Extended by Fund
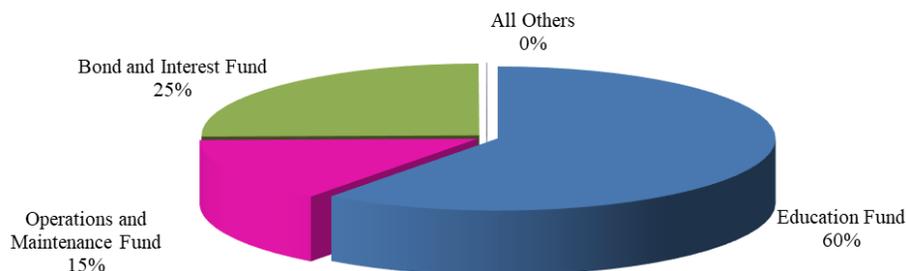
Illinois community colleges are on a June 30 fiscal year, with fiscal year 2020 covering the period between July 1, 2019 and June 30, 2020. County assessments and tax levies are based on a calendar year. Because of this, tax levies and related collections affect two budget years. For fiscal year 2020, approximately ½ of the property tax revenue is from the calendar year 2018 levy, and ½ from the 2019 estimated levy.

The 2019 real estate levy must be filed with the County Clerk's office during December, 2019 and applies to the property values as of December 31, 2019. Those property values will be determined during calendar year 2019, with first installment tax bills mailed by the counties during spring 2020. Each county allows installment payments, with 50% due in the spring, and 50% due in late summer. Only Cook County follows the practice of issuing estimated tax bills for the first installment, based on 55% of the previous year's tax bill. The final and actual tax bill is sent out by Cook County between July and August.

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

Below is the anticipated tax revenue to be received in fiscal year 2020, net of projected refunds.

2018 Calendar Year Levy by Fund and Amounts Anticipated for Fiscal Year 2020

	2018 Adopted Levy	2018 Final Extension	FY 20 Anticipated Revenue from 2018 Levy	FY 20 Anticipated Revenue from 2019 Levy
Education	$ 49,800,000	$ 49,779,576	$ 23,214,434	$ 24,974,669
Operation and Maintenance	12,000,000	12,005,199	5,654,955	6,399,885
Liability Protection and Settlement	20,000	17,789	8,061	8,875
Audit	20,000	17,789	8,061	8,875
Subtotal Tax-Capped Funds	61,840,000	61,820,353	28,885,511	31,392,304
Bond and Interest	19,923,674	20,865,493	9,983,780	11,315,034
Total	$ 81,763,674	$ 82,685,846	$ 38,869,291	$ 42,707,338

Following is a nine-year history and the FY 2020 budget of property tax revenues in the tax-capped funds and percentage changes.

	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Actual	FY 2015 Actual	FY 2016 Actual	FY 2017 Actual	FY 2018 Actual	FY 2019 Projected	FY 2020 Budget
	$50,118,717	$51,557,775	$52,250,963	$54,184,718	$54,669,281	$56,622,586	$56,765,994	$57,477,710	$ 59,580,279	$60,277,815
% Change		2.9%	1.3%	3.7%	0.9%	3.6%	0.3%	1.3%	3.7%	1.2%

Enrollment and Tuition and Fees

Tuition and fees account for 42% of total budgeted revenues. The tuition board policy limits the annual tuition and per credit hour fee increases to 5% of total tuition and fees or the Illinois statute limitation using the Higher Education Cost Adjustment (HECA) rate change as a guideline, as appropriate, to promote a balanced budget for Harper College and financial consistency for Harper students. HECA is an inflationary index developed by the State Higher Education Executive Officers Association. The index is used to estimate inflation in the costs paid by colleges and universities, which are primarily personnel. It is constructed from two federally maintained price indices, the Employment Costs Index (ECI) which makes up 75% of the HECA rate, and the Gross Domestic Product Implicit Price Deflator (GDP-IPD) which makes up 25% of the rate. These percentages mirror the breakdown of college and university costs, 75% for salaries and benefits, and 25% for all other. The ECI tracks employer compensation costs including salaries and benefits, while the GDP IPD tracks general price inflation in the U.S. economy.

Decisions are made each February regarding tuition and fee rates for the following fiscal year. In February 2019 the Board of Trustees approved an in-district tuition increase of $3.75 per credit hour, from $129.75 to $133.50, effective summer 2019. With this increase, the combined tuition and per credit hour fees of $152.50 (tuition rate of $133.50 plus per credit hour fees of $19.00), is a 2.5% increase over the combined FY 2019 tuition and fee rate of $148.75 (tuition rate of $129.75 plus per credit hour fees of $19.00).

Enrollment projections begin with a model maintained by the Institutional Research department, which looks at trends and projects future enrollments.
The College utilizes this model as a guide for beginning the process of estimating full-time equivalent (FTE) credit enrollment for budgeting purposes. Other external factors within the first time in college, young adult, and adult market segments are then considered when estimating enrollment, as well as the impact of any program changes. The tables below provide a history of FTE counts and percentage changes by year. Enrollments continue to decline with FY 2020 projected to decrease 0.4%.

Budgeted tuition and fees for the Tax Capped Funds will increase from $48,855,632 in FY 2019 to $49,385,355 in FY 2020, or 1.1%.

Full-Time Equivalent (FTE) Credit Enrollment Percentage Change by Fiscal Year
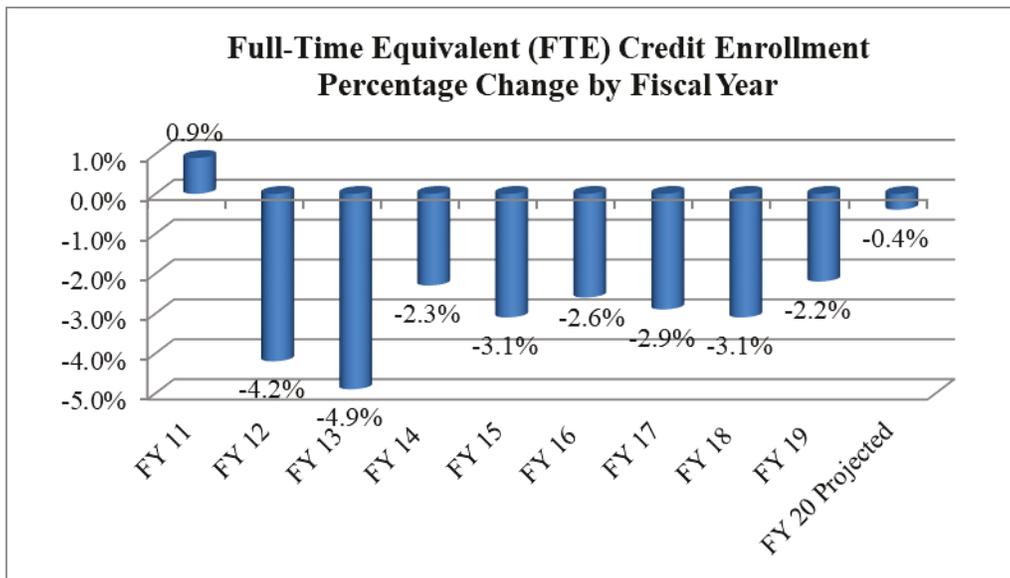
FTE History										
FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020 Budget
11,758	11,859	11,361	10,808	10,560	10,229	9,961	9,676	9,376	9,329	9,292

The following charts show the tuition rates per credit hour, changes of in-district rates, and history and FY 2020 budget for tuition and fee revenues.

Tuition Rates per Credit Hour

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
In-District	$98.50	$102.50	$106.50	$108.50	$110.25	$113.75	$119.25	$125.00	$129.75	$133.50
Out-of-District	$355.50	$359.50	$363.50	$365.50	$367.25	$370.75	$376.25	$382.00	$386.75	$390.50
Out-of-State/Int'l	$431.00	$435.00	$439.00	$441.00	$442.75	$446.25	$451.75	$457.50	$462.25	$466.00
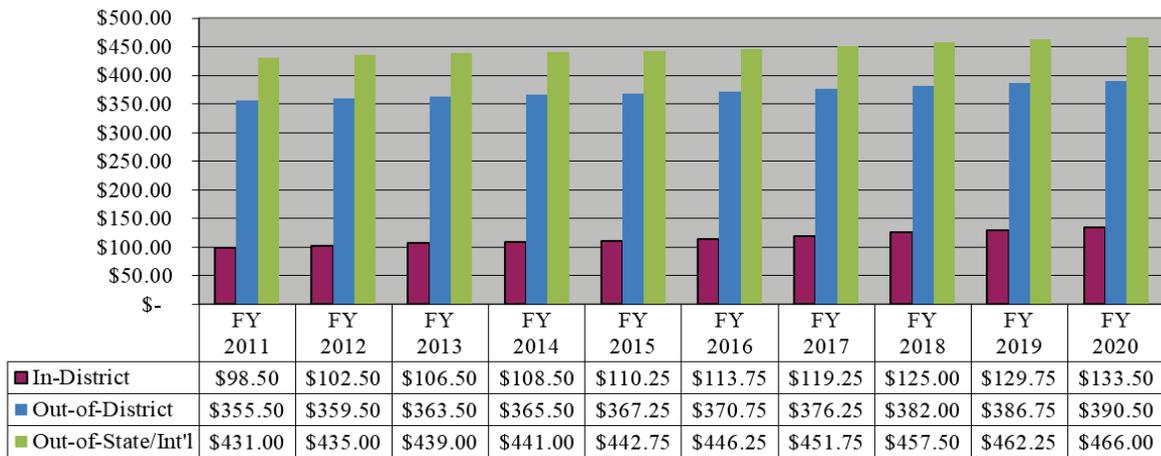
In-District Rate Dollar and Percentage Change									
FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
$8.50	$4.00	$4.00	$2.00	$1.75	$3.50	$5.50	$5.75	$4.75	$3.75
9.4%	4.1%	3.9%	1.9%	1.6%	3.2%	4.8%	4.8%	3.8%	2.9%

	Tuition and Fees Revenue									
	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Actual	FY 2015 Actual	FY 2016 Actual	FY 2017 Actual	FY 2018 Actual	FY 2019 Projected	FY 2020 Budget
	$48,881,774	$47,308,124	$47,127,296	$46,577,180	$46,203,422	$45,802,519	$46,990,717	$46,839,619	$47,304,600	$49,385,355
Percentage change	8.4%	-3.2%	-0.4%	-1.2%	-0.8%	-0.9%	2.6%	-0.3%	1.0%	4.4%

State Funding

State funding as a percentage of per capita costs remains the same and is estimated in FY 2019 to be 4.8%. As a percentage of total Tax-Capped funds revenue, it is estimated to be 6.8% for FY 2019. The original concept of state funding for community colleges was that the State would fund one-third of the costs, with tuition and local sources funding the other two-thirds. That balance has not been achieved since 1981.

The unrestricted funding from the State, of which the base operating grant is the primary source, is budgeted at 25% of the previous year. The College is reducing its reliance on State funding because of the uncertainties surrounding the finances of the State of Illinois. The budget will increase from $2,260,000 in FY 2019 to $2,490,000 in FY 2020.

In addition to uncertainty in funding for the base operating grant, the College will be expected to absorb any unfunded Illinois Veterans' grants, which are estimated to be approximately $300,000.

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	Amount
FY 2007	$6,900,258
FY 2008	$7,128,094
FY 2009	$7,215,056
FY 2010	$7,187,128
FY 2011	$6,887,420
FY 2012	$6,904,640
FY 2013	$6,938,431
FY 2014	$7,035,549
FY 2015	$7,359,310
FY 2016	$1,992,338
FY 2017	$8,418,809
FY 2018	$7,538,647
FY 2019	$8,097,810
FY 2020 Budget	$2,490,000
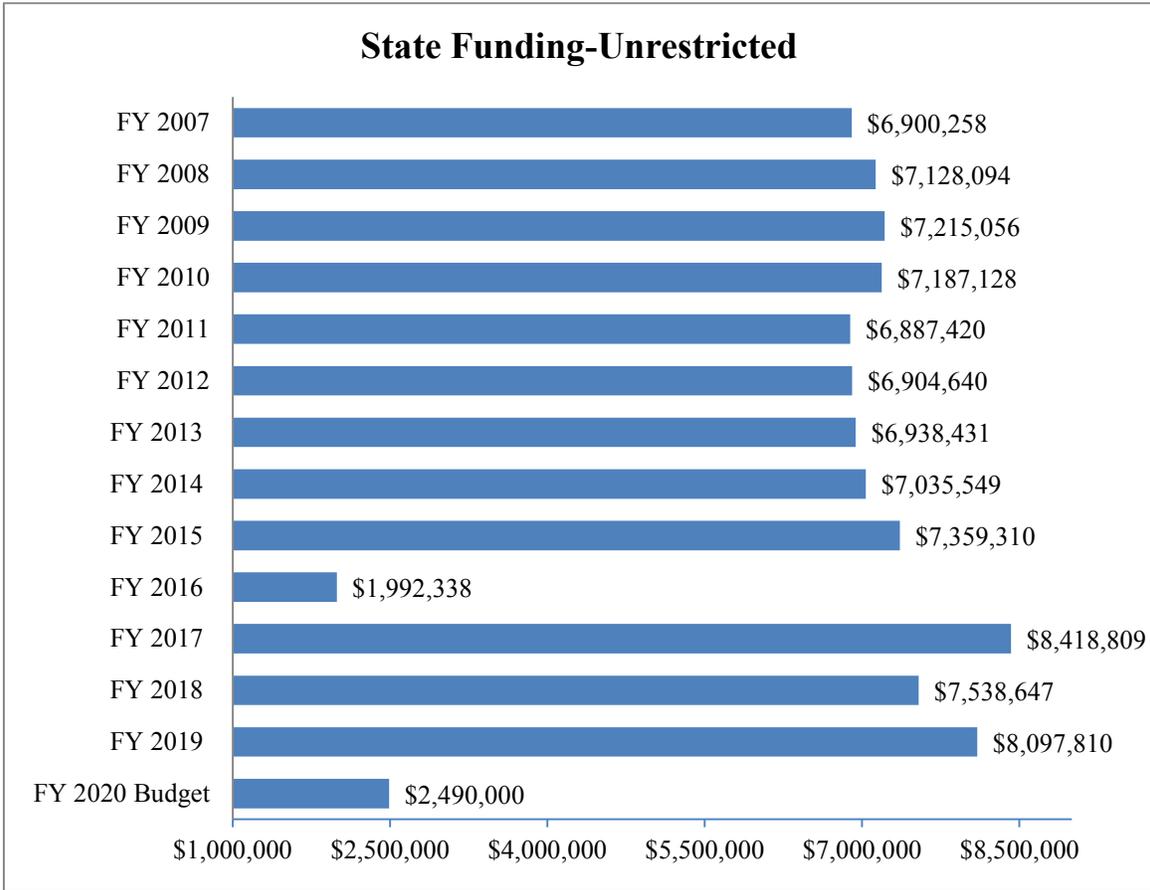
	State Funding Percentage of Revenues and Change													
	FY 07	FY 08	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14	FY 15	FY 16	FY 17	FY 18	FY 19	FY 20 Budget
Percentage of Total Revenues	7.7%	7.6%	7.4%	7.0%	6.4%	6.4%	6.4%	6.4%	6.7%	1.9%	7.4%	6.6%	7.2%	2.1%
Percentage change	-1.5%	3.3%	1.2%	-0.4%	-4.2%	0.3%	0.5%	1.4%	4.6%	-72.9%	322.6%	-10.5%	7.4%	-69.3%

Percentage of Per Capita Cost

	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Tuition	21.3%	22.1%	20.9%	23.1%	23.5%	23.1%	22.8%	20.9%	21.0%	21.7%	22.4%	21.4%
State	6.5%	6.5%	5.9%	5.4%	4.9%	4.5%	4.5%	4.5%	4.3%	4.8%	4.8%	4.8%
Local & Other	72.2%	71.4%	73.2%	71.5%	71.6%	72.4%	72.7%	74.6%	74.7%	73.5%	72.7%	73.8%
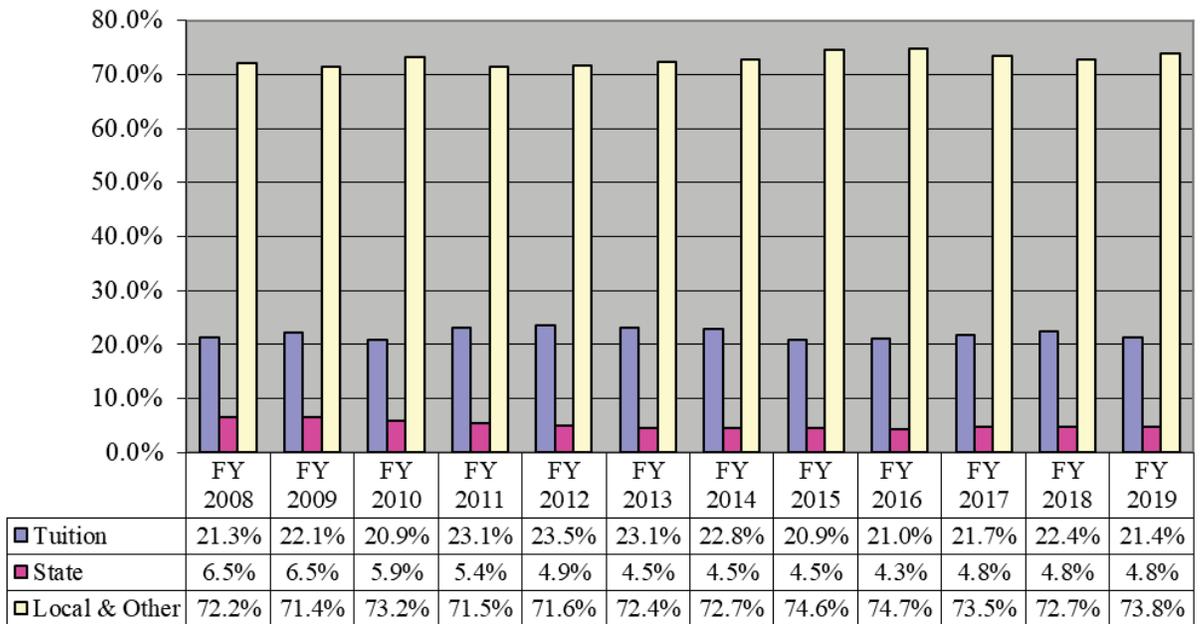
All other revenue sources make up 2.0% of total revenues. Yields on typical quality investments have been rising and investment income is showing signs of improvement. Investment income in the past year was $2,269,857, and is budgeted to be $2,125,000 in FY 2020.

Investment Income by Fiscal Year

	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Actual	FY 2015 Actual	FY 2016 Actual	FY 2017 Actual	FY 2018 Actual	FY 2019 Actual	FY 2020 Budget
Investment Income	930,718	406,602	190,198	160,536	86,808	105,333	87,646	93,184	446,222	1,100,166	2,269,857	2,125,000
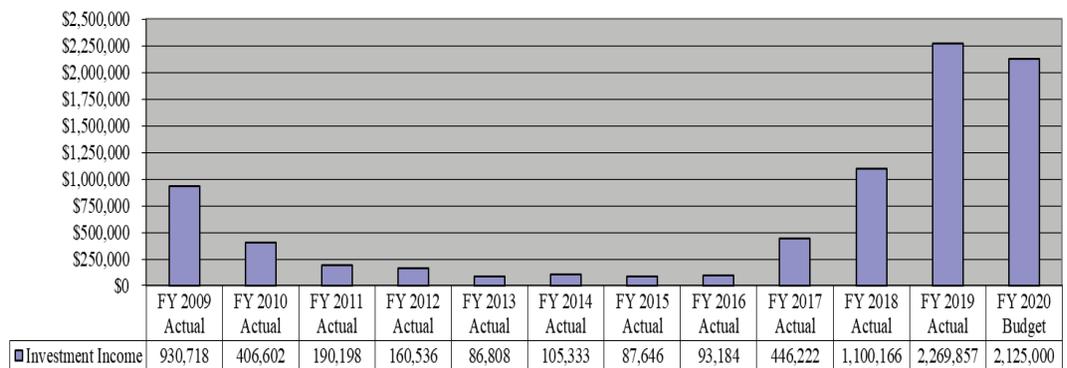
Expenditures

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 2020 are $111,699,339 compared to $110,568,661 for FY 2019. This represents an increase of $1,130,678, or 1.0%, driven primarily by increases in annual salaries and benefits, offset by reductions in other expenditures to balance the budget.

Tax-Capped Funds
FY 2020 Budgeted Expenditures
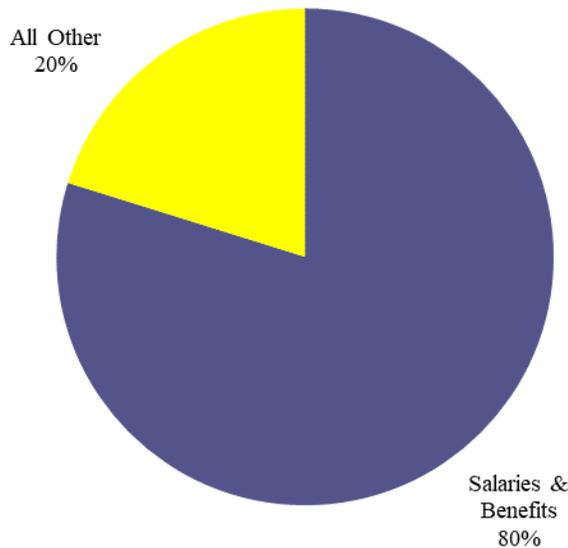
The following table and graph show historical expenditures, exclusive of fund transfers, for the previous nine years, as well as the budgeted expenditures for FY 2020.

Tax-Capped Funds Expenditures- History and FY 2020 Budget										
	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Actual	FY 2015 Actual	FY 2016 Actual	FY 2017 Actual	FY 2018 Actual	FY 2019 Projected	FY 2020 Budget
Salaries and Benefits	$ 73,715,166	$ 74,431,168	$ 74,161,710	$ 76,569,300	$ 78,919,149	$ 80,481,863	$ 78,189,574	$ 80,217,826	$ 81,235,641	$ 89,155,313
All Other Expenditures	21,819,976	24,551,626	24,224,513	24,821,933	25,788,327	23,846,403	24,060,263	23,226,437	25,604,724	22,544,026
Total Expenditures	$ 95,535,142	$ 98,982,794	$ 98,386,223	$ 101,391,233	$ 104,707,476	$ 104,328,266	$ 102,249,837	$ 103,444,263	$ 106,840,365	$111,699,339

Tax-Capped Funds Expenditures
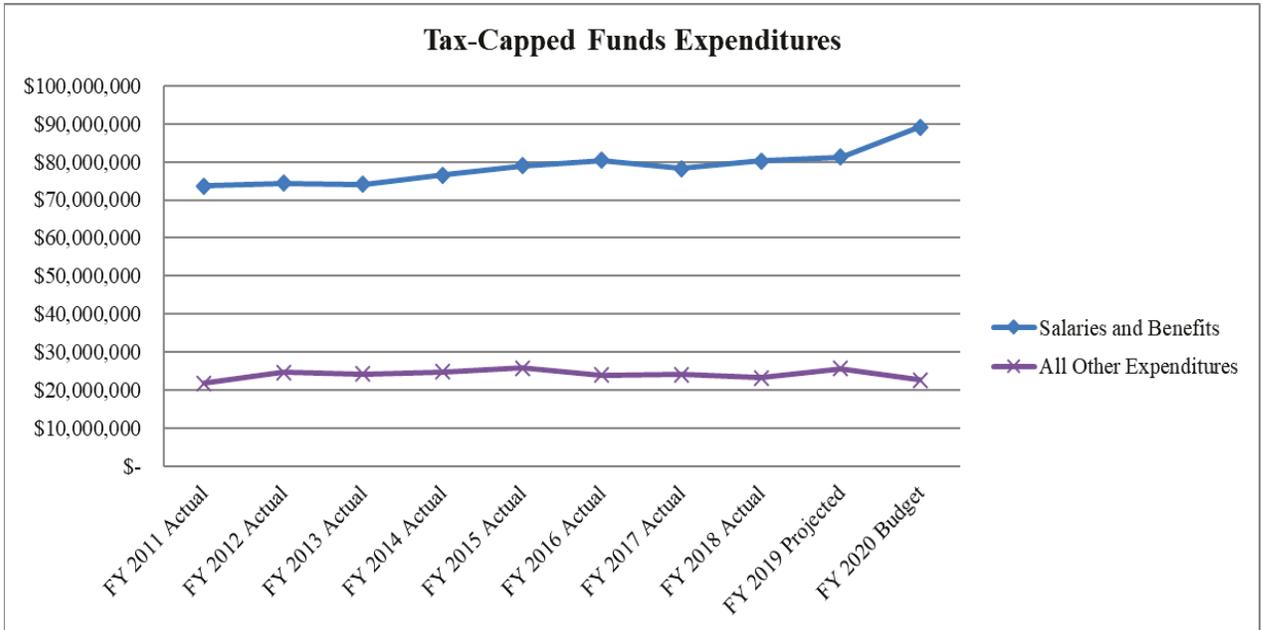
Salaries and Benefits

Salaries and benefits represent 80% of the College's expenditures. Approximately 66% of the College's salaries and benefits are driven by collective bargaining agreements making the budget process relatively straightforward in most years. All of the College's five unionized groups have settled contracts through at least FY 2020. 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 2020 medical insurance rates to increase 8%.

Combined salaries and benefits have increased from $86,303,323 in FY 2019 to $89,155,313 in FY 2020, or about 3.3%, 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.

Personnel Headcount Summary				
Employee Group	FY 2016 Actual	FY 2017 Actual	FY 2018 Actual	FY 2019 Budget
Faculty - Full-Time	238	233	228	224
Administrators - Full-Time	51	43	39	38
Professional/Technical - Full-Time	138	142	152	163
Professional/Technical - Part-Time	45	39	32	30
Supervisory/Management - Full-Time	94	99	103	109
Supervisory/Management - Part-Time	2	2	2	2
Classified - Full-Time	136	127	128	122
Classified - Part-Time	111	89	83	76
Security - Full-Time	18	18	17	17
Security - Part-Time	17	15	15	15
Custodial/Maintenance - Full-Time	93	84	84	84
Custodial/Maintenance - Part-Time	5	4	4	4
Totals - Permanent Employees	948	895	887	884
Instructional Adjunct Faculty	759	695	657	644
Non-Instructional Adjunct Faculty	34	28	21	39
Continuing Education Instructors	339	322	428	398
Totals - Adjunct employees	1,132	1,045	1,106	1,081
Grand Totals	2,080	1,940	1,993	1,965

All other expenditures, which include contractual services, materials and supplies, travel and meeting, fixed charges, utilities, capital outlay, contingency, and other combined for a decrease from the prior year of $1,721,312 or 7.1%. These expenditures represent 20% of the budget.

SWOT ANALYSIS OVERVIEW

In preparation for future planning, Harper College invested significant time and effort to conduct a thorough assessment of internal strengths and weaknesses as well as an external review of opportunities and threats – a SWOT Analysis. The SWOT analysis provides an evaluation that can focus institutional attention and inform planning processes. The analysis began with the identification and critical review of key institutional data. These key data sources included:

- Accountability Report
- Campus Master Plan
- College Plan
- Community College Survey of Student Engagement (CCSSE) results
- Community Scan
- Cultural Values Assessment results
- Environmental Scan
- Fact Book
- Follow-up Survey results
- National Community College Benchmark Project (NCCBP) results
- Personal Assessment of the College Environment (PACE) results
- Post-Harper Employment and Wage Outcomes
- Recent task force reports

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

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

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

STRENGTHS

A strength is a positive internal institutional attribute.

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

Item Description:

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

Supporting Information:

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

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

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

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

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

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

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

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

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[1] Harper College *Institutional Accountability Report 2017-2018,* p. i.
[2] National Center for Education Statistics. 2018. *IPEDS Data Feedback Report 2018,* p. 5.
[3] *2018 National Community College Benchmark Report,* p. 2.
[4] Ibid.

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

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

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

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[5] Harper College *Institutional Accountability Report 2017-2018,* p. i.
[6] National Center for Education Statistics. 2018. *IPEDS Data Feedback Report 2018,* p. 3.

Strength 2: Institutional Focus on Diversity and Inclusion

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

Supporting Information:
Harper has taken many steps in support of diversity and inclusion, including creation of a Diversity and Inclusion Officer position to further Harper's diversity, equity, and inclusion initiatives.[7]

Implemented supports for diverse employees including:

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

Diversity and inclusion remains an institutional focus as indicated by:

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

Updated hiring and feedback practices that support diversity and inclusion including[14]:

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

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[7] Harper College *A Way Forward: Report of the President's Task Force on Diversity and Inclusion 2013,* p. 31.
[8] "Bias Incident Reporting," https://hip.harpercollege.edu/ourcollege/diversity-inclusion/Pages/Bias-Incident-Reporting.aspx, accessed January 11, 2019.
[9] "Office of Diversity & Inclusion November 2014 Pardon Our Dust," last modified November 2014, accessed January 11, 2019, https://hipexternal.harpercollege.edu/news/Pages/DiversityandInclusionNovember2014.aspx.
[10] Ibid.
[11] "Diversity Scorecard," last modified August 16,2018, accessed January 11, 2019
https://hip.harpercollege.edu/ourcollege/AssessingOurCollege/Pages/Diversity-Scorecard.aspx.
[12] Harper College *College Plan 2018-2019,* p. 58-59.
[13] Harper College *Institutional Accountability Report* 2016-2017, p.48.
[14] "Office of Diversity & Inclusion November 2014 Pardon Our Dust," last modified November 2014, accessed January 11, 2019, https://hipexternal.harpercollege.edu/news/Pages/DiversityandInclusionNovember2014.aspx.

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

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

Recognition for the College's work on Diversity and Inclusion:
- 2017 Equity and Diversity Award – Illinois Community College Trustees Association
- 2017 Central Region Equity Award – American Community College Trustees Association
- 2017 and 2018 INSIGHT Into Diversity Higher Education Excellence in Diversity Award.[18]
- 2018 Senator Paul Simon Spotlight Award for Campus Internationalization

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

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[15] Workshop Attendees, accessed April 16, 2018, https://hip.harpercollege.edu/careerbenefits/recruitmenthiring/Documents/Workshop%20Attendees.pdf

[16] Harper College *Diversity and Inclusion Scorecard FY2018*, p. 1.

[17] "The Social Justice Leadership Certificate," last modified November 6, 2018, accessed January 14, 2019, https://hip.harpercollege.edu/ourcollege/diversity-inclusion/Pages/The-Social-Justice-Leadership-Certificate.aspx.

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

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

[20] "General Education Learning Outcomes," last updated October, 16, 2018, accessed January 4, 2019, https://www.harpercollege.edu/about/leadership/accountability/genedoutcomes.php.

[21] "World Cultures and Diversity Requirement," last updated November 2, 2018, accessed January 14, 2019, https://www.harpercollege.edu/catalog/current/zz_requirements/diversity.php.

[22] Harper College *Latinx Success: A Vision for Harper College, May 2018.*

[23] Harper College *Institutional Accountability Report* 2014-2015, p.37.

[24] Harper College *Institutional Accountability Report* 2017-2018, p.29.

Strength 3: Institutional Transparency and Fiscal Stewardship

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

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

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

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

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

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

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[25] Harper College *Comprehensive Annual Financial Report for the Fiscal Year Ended June 30, 2018*, p. 120.
[26] Ibid, p. 10.
[27] "Moody's Rating Action," last modified November 10, 2017, accessed January 11, 2019,
https://www.moodys.com/research/Moodys-Assigns-Aaa-rating-to-CCD-512-William-Rainey-Harper--PR_904284125.
[28] *Higher Learning Commission Assurance Argument*, February 5, 2018, p.86,
https://hip.harpercollege.edu/ourcollege/Documents/Harper College Assurance Argument February 2018.pdf.
[29] Harper College *Minutes of Board Meeting of Wednesday, November 14, 2018,* p. 8.

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

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

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

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

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

[30] Perkins Eastman. 2017. *Harper College Campus Master Plan 2016 Update,* p. 2.
[31] Perkins Eastman. 2017. *Harper College Campus Master Plan 2016 Update,* p. 2.
[32] Harper College *Institutional Accountability Report 2017-2018,* p. iv.
[33] Ibid.
[34] "Institutional Effectiveness Measure Dashboard," last modified October 16, 2018, accessed January 18, 2019, https://www.harpercollege.edu/about/leadership/accountability/iem/index.php.
[35] "Strategic Plan Dashboard – 2016-2019," last modified October 16, 2018, accessed January 18, 2019, https://www.harpercollege.edu/about/leadership/planning/college_plan/iea-2016-2019/index.php.
[36] "National Institute for Learning Outcomes Assessment," accessed January 18, 2019, http://www.learningoutcomesassessment.org/eiadesignation_2018.html.

Strength 4: Meeting Community Needs through Innovative and Affordable Education

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

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

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

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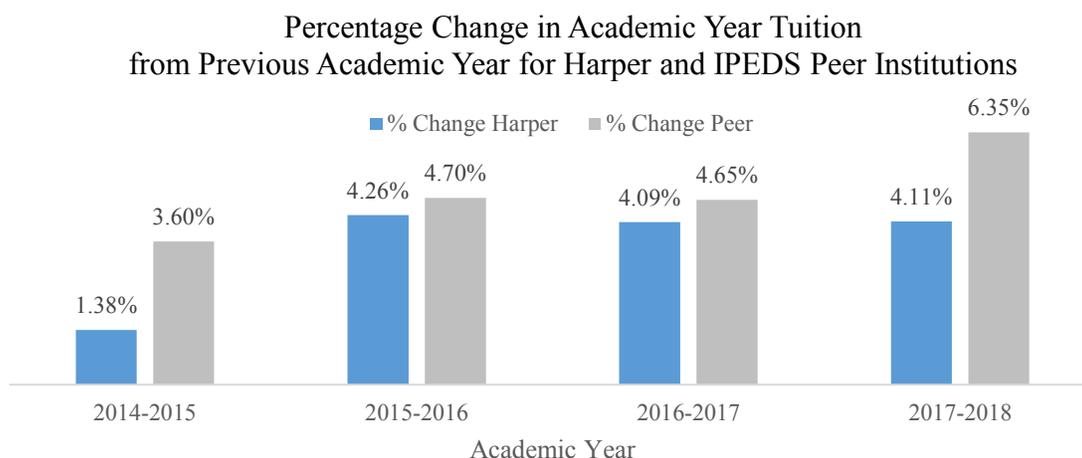
Harper also has expanded the number of ways a credential can be earned. Through its Registered Apprenticeship Programs, students complete Harper coursework while employed and mentored by a local employer. Additionally, the employer covers the education costs of the program, allowing the student to complete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

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[37] National Center for Education Statistics. 2018. *IPEDS Data Feedback Report 2018,* p. 4.
[38] Ibid.
[39] Clarus Corporation. 2016. *Harper College Community Survey, April 2016,* p. 17.
[40] Ibid and National Center for Education Statistics. 2017. *IPEDS Data Feedback Report 2017,* p. 4.

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

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

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

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

[41] Clarus Corporation. 2016. *Harper College Community Survey, April 2016,* p. 24.
[42] Harper College *Employment and Wage Outcomes for Harper College Students Fiscal Year 2012 Cohort,* p. 7.
[43] *2018 National Community College Benchmark Report,* p. 4.

Strength 5: Student Satisfaction with Education and Services

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

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

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

- Both career and transfer completers would recommend Harper, with at least 97% of transfer [44] and career completers[45] stating "definitely yes/yes" in 2015, 2016, and 2017.

	2015	2016	2017
Would recommend Harper			
Transfer Completers	97%	98%	97%
Career Completers	99%	97%	99%

- Career and transfer completers rate library services and availability of computers high, when measured on a four-point scale. [46] [47]

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

- Both career and transfer completers would return to Harper for education or personal enrichment courses, with 86%-92% of transfer[48] and career completers[49] stating "definitely yes/yes."

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

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[44] Harper College *Follow Up Survey Transfer Credential Earners Fiscal Year 2017,* p. 27.
[45] Harper College *Follow Up Survey Career Credential Earners Fiscal Year 2017,* p. 26.
[46] Harper College *Follow Up Survey Transfer Credential Earners Fiscal Year 2017,* p. 9; *FY2016,* p. 9; *FY2015,* p. 10.
[47] Harper College *Follow Up Survey Career Credential Earners Fiscal Year 2017,* p. 19; *FY2016,* p. 20; *FY2015,* p. 20.
[48] Harper College *Follow Up Survey Transfer Credential Earners Fiscal Year 2017,* p. 28.
[49] Harper College *Follow Up Survey Career Credential Earners Fiscal Year 2017,* p. 27.

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

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

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

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

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

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[50] "Survey Instruments," accessed January 23, 2019, https://nilie.ncsu.edu/nilie/pace-survey/survey-instrument/.
[51] King, G., and Garland, L. The National Initiative for Leadership & Institutional Effectiveness. 2016, Harper College: Personal Assessment of the College Environment (PACE) Quantitative Analysis, p. 15.

WEAKNESSES

A weakness is an internal attribute requiring improvement.

Weakness 1: Achievement Gaps

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

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

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

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

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

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

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[52] IEM Dashboard, accessed January 4, 2019, https://edmsp.harpercollege.edu/Institutional/Dashboards/StudentSuccess/Persistence/StudentSuccess_PersistenceRate_FalltoFallFullTime_Demographics.aspx.
[53] Ibid.
[54] Understanding Survey Results, Benchmark, accessed January 22, 2019, http://www.ccsse.org/survey/reports/2017/understanding.cfm#benchmark.
[55] *Community College Survey of Student Engagement (CCSSE) 2018 Benchmark,* p. 1.
[56] *Community College Survey of Student Engagement (CCSSE) 2018 Custom Breakout Report by race/ethnicity,* p. 1.
[57] IEM Dashboard, accessed January 4, 2019,https://edmsp.harpercollege.edu/Institutional/Dashboards/StudentSuccess/Developmental/StudentSuccess_Developmental_Math_Demographics.aspx.
[58] Ibid.

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

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

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

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

[59] IEM Dashboard, accessed January 4, 2019, https://edmsp.harpercollege.edu/Institutional/Dashboards/StudentSuccess /Gateway/StudentSuccess_Gateway_015Courses_Demographics.aspx.
[60] Ibid.
[61] IEM Dashboard, accessed January 4, 2019, https://edmsp.harpercollege.edu/Institutional/Dashboards/StudentSuccess /AnnualCompletions/StudentSuccess_AnnualCompletions_Completers_Demographics.aspx.
[62] IEM Dashboard, accessed January 4, 2019, https://edmsp.harpercollege.edu/Institutional/Dashboards/StudentSuccess /Advancement/StudentSuccess_Advancement_GraduationRate_Demographics.aspx.
[63] Ibid.
[64] IEM Dashboard, accessed January 4, 2019, https://edmsp.harpercollege.edu/Institutional/Dashboards/ StudentSuccess/Advancement/StudentSuccess_Advancement_AdvancementRate_Demographics.aspx.
[65] Ibid.

Weakness 2: Employee Climate Concerns

Item Description:

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

Supporting Information:

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

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

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

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

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[66] King, G., and Garland, L. The National Initiative for Leadership & Institutional Effectiveness. 2016, Harper College: Personal Assessment of the College Environment (PACE) Qualitative Analysis, p. 37.
[67] King, G., and Garland, L. The National Initiative for Leadership & Institutional Effectiveness. 2016, Harper College: Personal Assessment of the College Environment (PACE) Quantitative Analysis, p. 33.
[68] Ibid, p. 17.
[69] Barrett Values Centre. 2016, Harper College Group Results Cultural Evolution Report, p 4.
[70] Ibid, p. 8.
[71] Ibid, p. 6.

Open-ended results of the 2016 CVA suggest:[72]

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

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

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[72] Harper College *Cultural Values Assessment Qualitative Results*. 2016.
[73] *2018 National Community College Benchmark Report,* p. 5.

Weakness 3: Employee Diversity

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

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

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

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

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

Adapted from 2017-2018 Fact Book, Exhibit 7.7

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

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[74] Harper College *SWOT,* p. 11.
[75] *2018 National Community College Benchmark Report*, p. 5.
[76] Harper College *Institutional Accountability Report 2017-2018,* p. 17.
[77] Harper College *Diversity and Inclusion Scorecard FY2018*, p. 1.
[78] Harper College *Fact Book 2018-2019,* p. 7.
[79] Harper College *Diversity and Inclusion Scorecard FY2018*, p. 1.
[80] Harper College *Fact Book 2018-2019*, p. 64.

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

Underrepresented Employee Separation
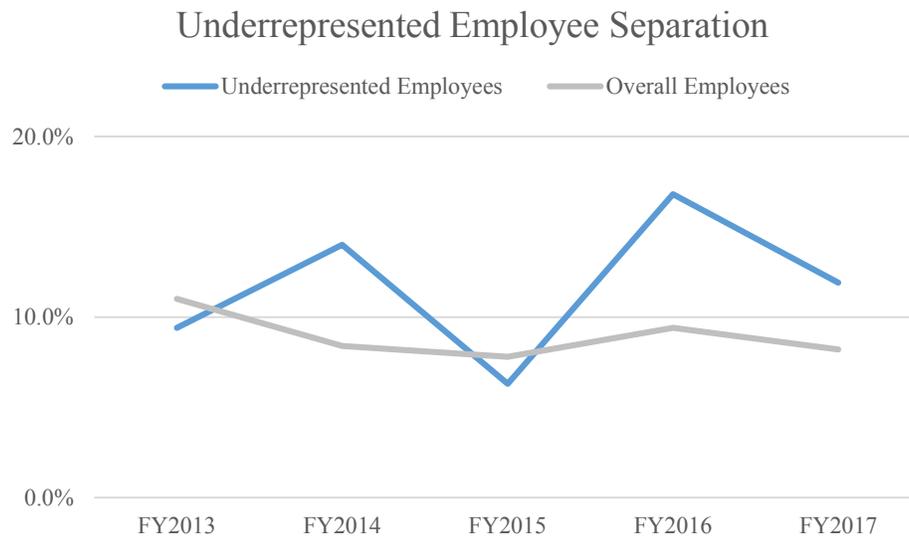
[81] Harper College *Institutional Accountability Report 2017-2018,* p. 18.

Weakness 4: Enrollment

Item Description:

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

Supporting Information:

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

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

Full-Time Equivalent Enrollment
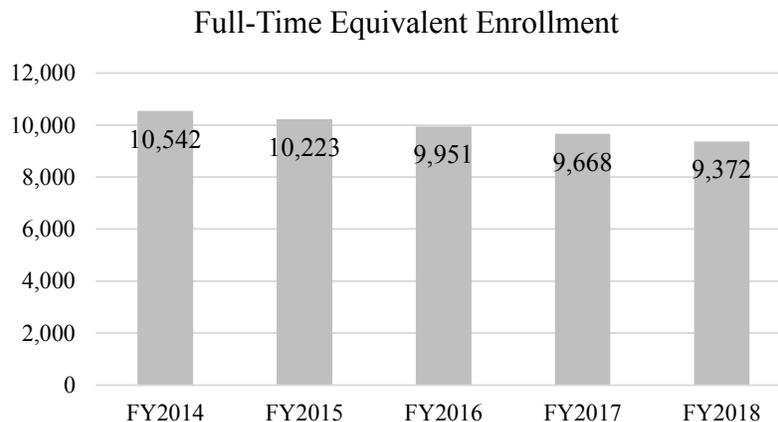
Application and enrollment numbers indicate that while applications have increased, the enrollment conversion rate has decreased slightly.[84]

Harper Enrollment Conversion
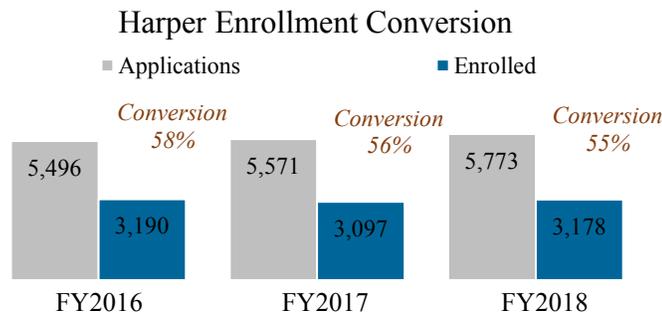
[82] Harper College *Institutional Accountability Report 2017-2018,* p. 54.
[83] Fiscal Year 2018 Official Final Enrollment Report, accessed January 15, 2019, https://hip.harpercollege.edu/ourstudents/enrollment/Documents/FY%202018%20Official%20Enrollment.pdf.
[84] Harper College *Admissions Snapshot report: Enrollment Conversion Fall 2018*.

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

Harper FTE Enrollment

FY2016	FY2017	FY2018	FY2019 Projection	FY2020 Projection	FY2021 Projection
-2.6% 9,962	-2.9% 9,675	-3.1% 9,374	-0.5% 9,328	0.0% 9,324	-0.2% 9,304

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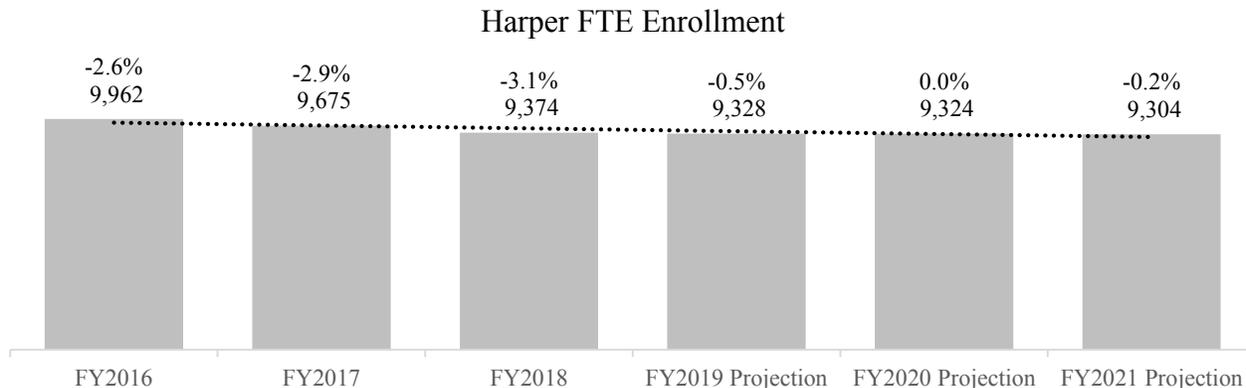
[85] Ashley A. Smith, "Community college enrollment rates expected to keep falling." Inside Higher Ed, June 21, 2018. Retrieved from https://www.insidehighered.com/news/2018/06/21/community-college-enrollment-rates-expected-keep-falling?width=775&height=500&iframe=true.
[86] Harper College *College Plan 2018-2019,* p. 125.

OPPORTUNITIES

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

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

Item Description:

In many accredited public and private universities across the United States, credit may be given for adequately documented and validated experiential equivalent learning of a postsecondary nature. Providing alternative means for students to earn college credit decreases both the cost and time for obtaining a credential or reaching other educational goals. Key drivers to the expansion of alternative credentials are low unemployment rates and concerns about rising student debt levels.[87]

Supporting Information:

Alternative Means for Earning College Credit

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

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

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

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

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

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[87] Paul Fain, "On-Ramps and Off-Ramps: Alternative Credentials and Emerging Pathways Between Education and Work," Inside Higher Ed, 2018, p. 8.

[88] Robert Kelchen, "The Landscape of Competency-Based Education," Center on Higher Education Reform American Enterprise Institute, January 2015, p. 1.

[89] Ibid, p. 8.

[90] Ibid, p. 2.

[91] Chip Franklin and Robert Lytle, "Employer Perspectives on Competency-Based Education," Center on Higher Education Reform American Enterprise Institute, April 2015, p. 1-2.

[92] Ibid, p. 3.

[93] Work Group Report, "Connecting Credentials Building Learning-Based Credentialing Systems," November 2017, p. 7.

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

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

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

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

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

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

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

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[94] New Skills for Youth. 2018. *Credential Currency: How States can Identify and Promote Credentials of Value*, pp 2-3.
[95] Clarus Corporation. 2016. *Harper College Community Survey, April 2016,* p. 38.
[96] Ibid, p. 70.
[97] Ibid, p. 84.
[98] Paul Fain, "On-Ramps and Off-Ramps: Alternative Credentials and Emerging Pathways Between Education and Work," Inside Higher Ed, 2018, p. 29.
[99] Ibid, p. 32.
[100] Ibid, p. 34.
[101] Ibid, p. 6.

Opportunity 2: Changing District and Student Demographics

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

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

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

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

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

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

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[102] Northern Illinois University, Center for Governmental Studies. 2017, *Harper College Environmental Scan,* February 2017, p. 26.
[103] Ibid, p. 27.
[104] Clarus Corporation. 2016. *Harper College Community Survey, April 2016,* p. 33.
[105] Ibid.
[106] Northern Illinois University, Center for Governmental Studies. 2017, *Harper College Environmental Scan,* February 2017, p. 31.
[107] Clarus Corporation. 2016. *Harper College Community Survey, April 2016,* p. 32.
[108] Harper College *Fact Book 2018-2019,* p. 23.
[109] Harper College *Latinx Success, A vision for Harper College,* May 2018, p. 5.
[110] Wisconsin Hope Lab. Report for Fall 2016 Survey of Student Basic Needs, p. 2.

Opportunity 3: Partnerships with Educational Institutions, Business and Industry

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

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

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

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

[111] "Empowering Community Colleges To Build the Nation's Future, an Implementation Guide," American Association of Community Colleges, 2014, p. 43.
[112] Ibid, p. 15.
[113] Ibid, p. 24.
[114] Ibid, p. 28.
[115] Douglas J. Guth, "Coming Out of the Dark," America Association of Community Colleges, Community College Journal, October/November 2018.
[116] "These 2-Year and 4-Year College Partnerships Keep Students From Falling Through the Cracks," last modified April 30, 2018, accessed January 28, 2019, https://www.chronicle.com/article/These-2-Year4-Year/243283.
[117] Clarus Corporation. 2016. *Harper College Community Survey, April 2016,* p. 50.
[118] Ibid.
[119] "Empowering Community Colleges To Build the Nation's Future, an Implementation Guide," American Association of Community Colleges, 2014.
[120] Dennis Pierce, "Use What You've Got Community Colleges are Finding Creative Ways to Grow Revenues," American Association of Community College, October/November 2018.

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

[121] "Empowering Community Colleges To Build the Nation's Future, an Implementation Guide," American Association of Community Colleges, 2014, p. 20-21.
[122] Dennis Pierce, "Use What You've Got Community Colleges are Finding Creative Ways to Grow Revenues," American Association of Community College, October/November 2018.
[123] Ibid, p. 25.
[124] Ibid, p. 26.
[125] Ibid.
[126] "The NMC Horizon Report: 2018 Higher Education Edition," New Media Consortium and the EDUCAUSE Learning Initiative, 2018, p. 11.

Opportunity 4: Strategies to Attract and Retain Students

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

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

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

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

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

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

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

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

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

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

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

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

[133] "Proliferation of Open Educational Resources." NMC Horizon Report 2018 Higher Education Edition, p. 15.

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

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

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

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[135] "Empowering Community Colleges, To Build the Nation's Future, an Implementation Guide," American Association of Community Colleges, 2014, p. 6.
[136] Ibid, p. 8.
[137] Ibid, p. 11.
[138] Rob Johnstone, "Guided Pathways Demystified: Exploring Ten Commonly Asked Questions about Implementing Pathways," National Center for Inquiry & Improvement, November 2017, p. 6.
[139] Ibid.
[140] Grace Chen, "7 Trends in Community Colleges, Community College Review," August 17, 2017. Retrieved from https://www.communitycollegereview.com/blog/7-trends-in-community-colleges.
[141] John Colbert and Leander J. Folley III, "Emerging trends to watch in Washington," American Association of Community College, October/November 201, p. 5.

THREATS

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

Threat 1: Funding and Financing Higher Education

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

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

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

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

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

[142] Thomas G. Mortenson, "State Funding: A Race to the Bottom," American Council on Education, Winter 2012. Retrieved from https://www.acenet.edu/the-presidency/columns-and-features/Pages/state-funding-a-race-to-the-bottom.aspx.
[143] Michael Mitchell, Michael Leachman, and Kathleen Masterson, "A Lost Decade in Higher Education Funding," Center on Budget and Policy Priorities, August 23, 2017, p. 5.
[144] Ibid, p. 2.
[145] Northern Illinois University, Center for Governmental Studies. 2017, *Harper College Environmental Scan,* February 2017, p. 18.
[146] Jose Sanchez, "Examining Another Plan to Shift Pension Cost Back to Schools," Better Government Association, March 27, 2018, Retrieved from https://www.bettergov.org/news/examining-another-plan-to-shift-pension-costs-back-to-schools.
[147] Karen A. Stout, "Top 15 Trends in Community College Student Success and Philanthropy," Achieving the Dream, September 1, 2017, p. 1 item #3.
[148] Northern Illinois University, Center for Governmental Studies. 2017, *Harper College Environmental Scan,* February 2017, p. 57.

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

[149] Northern Illinois University, Center for Governmental Studies. 2017, *Harper College Environmental Scan,* February 2017, p. 19.
[150] Ibid, p. 12 and 27.

Threat 2: Higher Education in a Competitive Market

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

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

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

[151] "Universities must prepare for a technology-enabled future," last modified January 9, 2018, accessed January 28, 2019, https://theconversation.com/universities-must-prepare-for-a-technology-enabled-future-89354?xid=PS_smithsonian.
[152] Gary W. Matkin, "Alternative Digital Credentials: An Imperative for Higher Education," February 2018, accessed January 28, 2019 https://cshe.berkeley.edu/sites/default/files/publications/rops.cshe.2.2018.matkin.altdigitalcredential.1.30.2018.pdf.
[153] "Universities Must Expand Reach to Stay Competitive," last modified February 12, 2018, accessed January 28, 2019, https://scs.georgetown.edu/news-and-events/article/7116/universities-must-expand-reach-stay-competitive.
[154] "United States Census Bureau," accessed May 20, 2019, https://www.census.gov/.
[155] "Compare the States," last modified August 19, 2018, accessed January 28, 2019, https://www.chronicle.com/interactives/almanac-2018?cid=cp218.
[156] Northern Illinois University, Center for Governmental Studies, *Harper College Environmental Scan,* February 2017, p. 110-126.
[157] "National Center for Education Statistics," Fall 2017 enrollment data retrieved May 2019, https://nces.ed.gov/ipeds/use-the-data.
[158] Joe Deegan and Nathan Martin, "Merging work & learning to develop the human skills that matter," Pearson, p. 6.
[159] "#2: SNHU's new program reimagines the concept of college," Robert Lerose, last modified December 28, 2018, accessed, January 28, 2019, https://www.ecampusnews.com/2018/12/28/2-snhus-new-program-reimagines-the-concept-of-college/.
[160] Work Group Report, "Connecting Credentials Building Learning-Based Credentialing Systems," November 2017, p. 4.

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

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

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

[161] Michelle R. Weise, "Alternative Credentials and the Pathway to an Unbundled Higher Ed Environment," last modified September 2016, accessed January 28, 2019, https://evolllution.com/managing-institution/higher_ed_business/alternative-credentials-and-the-pathway-to-an-unbundled-higher-ed-environment/.
[162] Paul Fain, "On-Ramps and Off-Ramps: Alternative Credentials and Emerging Pathways Between Education and Work," Inside Higher Ed, 2018, p. 5.
[163] Ibid, p. ii.
[164] Michelle R. Weise, "Alternative Credentials and the Pathway to an Unbundled Higher Ed Environment," last modified September 2016, accessed January 28, 2019, https://evolllution.com/managing-institution/higher_ed_business/alternative-credentials-and-the-pathway-to-an-unbundled-higher-ed-environment/.
[165] Ibid.
[166] Paul Fain, "On-Ramps and Off-Ramps: Alternative Credentials and Emerging Pathways Between Education and Work," Inside Higher Ed, 2018, p. 8.
[167] Doug Lederman, "Online Education Ascends," last modified November 2018, accessed January 28, 2019, https://www.insidehighered.com/digital-learning/article/2018/11/07/new-data-online-enrollments-grow-and-share-overall-enrollment.
[168] Peter Shea and Temi Bidjerano "Does online learning impede degree completion?" last modified 2014, accessed January 29, 2019, http://www.sunyresearch.net/hplo/wp-content/uploads/2014/03/c-e-paper-2014.pdf, p. 103.
[169] Doug Lederman, "Online Education Ascends," last modified November 2018, accessed January 28, 2019, https://www.insidehighered.com/digital-learning/article/2018/11/07/new-data-online-enrollments-grow-and-share-overall-enrollment.
[170] Doug Lederman, "Who is Studying Online (and where)," last modified January 5, accessed January 29, 2019, https://www.insidehighered.com/digital-learning/article/2018/01/05/new-us-data-show-continued-growth-college-students-studying.
[171] Peter Shea and Temi Bidjerano "Does online learning impede degree completion?" last modified 2014, accessed January 29, 2019, http://www.sunyresearch.net/hplo/wp-content/uploads/2014/03/c-e-paper-2014.pdf, p. 103.
[172] Doug Lederman, "Online Education Ascends," last modified November 2018, accessed January 28, 2019, https://www.insidehighered.com/digital-learning/article/2018/11/07/new-data-online-enrollments-grow-and-share-overall-enrollment.

Threat 3: Uncertain State of Higher Education

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

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

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

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

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

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[173] Office of Federal Student Aid (FSA) analysis.
[174] Julie Margetta Morgan and Marshall Steinbaum, "The Student Debt Crisis, Labor Market Credentialization, and Racial Inequality," Roosevelt Institute, October 2018, p. 34.
[175] Jaison R. Abel and Richard Deitz, "Do the Benefits of College Still Outweigh the Costs?" Federal Reserve Bank of New York, Volume 20, Number 3, 2014 p. 4.
[176] Ibid.
[177] "Secretary Napolitano Announces Deferred Action Process for Young People Who are Low Enforcement Priorities," last modified June 15, 2012, last accessed January 30, 2019, https://www.dhs.gov/news/2012/06/15/secretary-napolitano-announces-deferred-action-process-young-people-who-are-low.
[178] "Trump Ends DACA Program, No New Applications Accepted," last modified September 5, 2017, last accessed January 30, 2019, https://www.nbcnews.com/politics/immigration/trump-dreamers-daca-immigration-announcement-n798686.

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

Deregulation of Education

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

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

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

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[179] Paul Fain, "On-Ramps and Off-Ramps: Alternative Credentials and Emerging Pathways Between Education and Work," Inside Higher Ed, 2018, p. 51.
[180] Ibid, p. 53.
[181] Ibid, p. 11.

ADOPTION OF BUDGET RESOLUTION

Member Dowell moved, seconded by **Member Santafe-Zambrano** WHEREAS, the Board of Trustees of William Rainey Harper College, Community College District No. 512, Counties of Cook, Kane, Lake and McHenry, State of Illinois, caused to be prepared in tentative form a budget for the fiscal year July 1, 2019 to June 30, 2020, and the Secretary of this Board has made the same conveniently available for public inspection for at least thirty (30) days prior to final action thereon:

AND WHEREAS, a public hearing was held as to such budget on the **21th day of August, 2019**, notice of said hearing being published in the Arlington Heights Herald, Barrington Herald, Buffalo Grove Herald, Daily Courier News, Des Plaines Herald, Elk Grove Herald, Hanover Park Herald, Hoffman Estates Herald, Mount Prospect Herald, Palatine Herald, Rolling Meadows Herald, Schaumburg Herald, Streamwood Herald, and Wheeling Herald, newspapers published or distributed in this College district, at least thirty (30) days prior thereto as required by law, and all other legal requirements having been complied with:

NOW THEREFORE, BE IT RESOLVED by the Board of Trustees of Community College District No. 512, Counties of Cook, Kane, Lake and McHenry, State of Illinois, as follows:

Section 1. That the fiscal year of the College district be and the same is hereby fixed and declared to begin on the 1st day of July, 2019 and end on the 30th day of June, 2020.

Section 2. That the following budget containing an estimate of amounts available in the Education; Operations and Maintenance; Restricted Purposes; Audit; Liability, Protection and Settlement; Bond and Interest; Operations and Maintenance Restricted; Auxiliary Enterprises; and Working Cash Funds, each separately, and of expenditures from each of the aforementioned funds, be and the same is hereby adopted as the budget of this community college district for the said fiscal year.

August 21, 2019

_____
Pat Stack
Chair, Board of Trustees
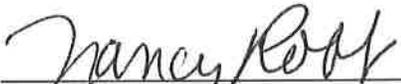
_____
Dr. Nancy Robb
Secretary, Board of Trustees

CERTIFICATION

THE UNDERSIGNED DO HEREBY CERTIFY that they are respectively, the Secretary of the Board of Trustees of Community College District No. 512, Counties of Cook, Kane, Lake, and McHenry, State of Illinois, and the Chief Fiscal Officer thereof.

IT IS HEREBY CERTIFIED that attached hereto is a true, correct, complete and certified copy of the budget resolution as adopted on August 21, 2019 by the Board of Trustees of said Community College District for the fiscal year beginning July 1, 2019 and ending June 30, 2020, and an estimate of revenues, by source, anticipated to be received by the College in the 2019-20 fiscal year, which estimate of revenue is hereby certified as being true and correct by the Chief Fiscal Officer of said College District.

IN WITNESS WHEREOF, we have affixed our official signatures to this Certification as of August 21, 2019.
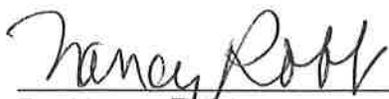
Dr. Nancy Robb
Secretary, Board of Trustees
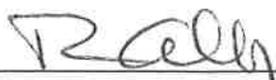
Ronald N. Ally
Chief Fiscal Officer

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Illinois Community College Board

FISCAL YEAR 2020 RESOLUTION

The Board of Trustees of Harper College formally adopted the Fiscal Year 2020 Budget with the following resolution:

See Attached

A copy of the adopted budget is enclosed.

ATTEST:
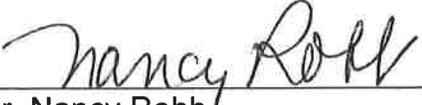
_____
Dr. Nancy Robb
Secretary, Board of Trustees

_____
Pat Stack
Chair, Board of Trustees

STATE OF ILLINOIS

COMMUNITY COLLEGE DISTRICT #512

Annual Budget for Fiscal Year 2020

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

William Rainey Harper College
SUMMARY OF FISCAL YEAR 2020 BUDGET BY FUND

	General		Special Revenue		
	Education Fund	Operations & Maintenance Fund	Restricted Purposes Fund	Audit Fund	Liabilitity, Protection & Settlement Fund
Beginning Balance	$ 34,665,000	$ 19,325,000	$ 21,500,000	$ -	$ -
Budgeted Revenues	101,346,094	14,646,516	64,180,136	16,936	16,936
Budgeted Expenditures	94,478,871	17,186,596	76,773,829	16,936	16,936
Budgeted Net Transfers from (to) Other Funds	(4,327,143)		1,899,514		
Budgeted Ending Balance	$ 37,205,080	$ 16,784,920	$ 10,805,821	$ -	$ -
Net Change: Increase/(Decrease)	$ 2,540,080	$ (2,540,080) [1]	$ (10,694,179) [2]	$ -	$ -

	Debt Service	Capital Projects	Proprietary	Permanent
	Bond and Interest Fund	Operations & Maintenance Fund (Restricted)	Auxiliary Enterprises Fund	Working Cash Fund
Beginning Balance	$ 8,860,000	$ 39,325,000	$ 9,590,000	$ 16,375,000
Budgeted Revenues	21,428,814	21,928,170	8,034,374	335,000
Budgeted Expenditures	19,688,299	49,518,836	9,053,665	
Budgeted Net Transfers from (to) Other Funds		2,000,000	427,629	
Budgeted Ending Balance	$ 10,600,515	$ 13,734,334	$ 8,998,338	$ 16,710,000
Net Change: Increase/(Decrease)	$ 1,740,515 [3]	$ (25,590,666) [4]	$ (591,662) [5]	$ 335,000

The Official Budget which is accurately summarized in this document was approved by the Board of Trustees on _____.
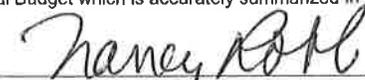
ATTEST: _____
Secretary, Board of Trustees

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

1: Planned use of fund balance

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

3: Planned use of fund balance

4: Planned use of fund balance for capital projects

5: Planned use of fund balance

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William Rainey Harper College
SUMMARY OF FISCAL YEAR 2020 OPERATING BUDGETED REVENUES

	Education Fund	Operations & Maintenance Fund	Total Operating Funds
OPERATING REVENUE BY SOURCE			
Local Government			
Current Taxes	$48,189,103	$12,054,840	$60,243,943
Corporate Personal Property Replacement Taxes	855,000		855,000
TOTAL LOCAL GOVERNMENT	49,044,103	12,054,840	61,098,943
State Government			
ICCB Base Operating Grants	1,870,000		1,870,000
ICCB-Career & Technical Education	620,000		620,000
TOTAL STATE GOVERNMENT	2,490,000		2,490,000
Federal Government			
Dept. of Education	20,000		20,000
TOTAL FEDERAL GOVERNMENT	20,000		20,000
Student Tuition & Fees			
Tuition	39,691,519		39,691,519
Fees	7,684,322	2,009,514	9,693,836
TOTAL TUITION & FEES	47,375,841	2,009,514	49,385,355
Other Sources			
Sales and Service Fees	196,150		196,150
Facilities Rental		32,162	32,162
Investment Revenue	1,675,000	450,000	2,125,000
Other Revenue	545,000	100,000	645,000
TOTAL OTHER SOURCES	2,416,150	582,162	2,998,312
TRANSFERS FROM OTHER FUNDS			
TOTAL FY 2020 REVENUE	101,346,094	14,646,516	115,992,610
Less Non-operating items*:			
Tuition Chargeback Revenue			
Instructional Service Contracts Revenue			
ADJUSTED REVENUE	$101,346,094	$14,646,516	$115,992,610

*Interdistrict revenues that do not generate related local college credit hours are subtracted to allow for statewide comparisons.

William Rainey Harper College
SUMMARY OF FISCAL YEAR 2020 OPERATING BUDGETED EXPENDITURES

	Education Fund	Operations & Maintenance Fund	Total Operating Funds
BY PROGRAM			
Instruction	$39,970,663		$39,970,663
Academic Support	9,914,195		9,914,195
Student Services	13,653,384		13,653,384
Public Service/ Continuing Education	818,951		818,951
Operation & Maint. of Plant		$14,689,645	14,689,645
Institutional Support	23,938,987	2,496,951	26,435,938
Scholarships, Student Grants and Waivers	6,182,691		6,182,691
TRANSFERS TO OTHER FUNDS	4,327,143		4,327,143
TOTAL 2020 BUDGETED EXPENDITURES	98,806,014	17,186,596	115,992,610
Less Non-operating items*:			
Tuition Chargeback			
Instructional Service Contracts			
ADJUSTED EXPENDITURES	$98,806,014	$17,186,596	$115,992,610
BY OBJECT			
Salaries	$67,354,273	$6,783,157	$74,137,430
Employee Benefits	13,079,579	1,921,368	15,000,947
Contractual Services	4,258,946	2,662,949	6,921,895
General Materials & Supplies	4,421,720	1,142,531	5,564,251
Conference & Meeting Expense	1,256,276	24,634	1,280,910
Fixed Charges	388,722	271,657	660,379
Utilities	1,320	3,320,800	3,322,120
Capital Outlay	1,251,801	959,500	2,211,301
Other	2,216,234		2,216,234
Provision for Contingency	250,000	100,000	350,000
TRANSFERS TO OTHER FUNDS	4,327,143		4,327,143
TOTAL 2020 BUDGETED EXPENDITURES	98,806,014	17,186,596	115,992,610
Less Non-operating items*:			
Tuition Chargeback			
Instructional Service Contracts			
ADJUSTED EXPENDITURES	$98,806,014	$17,186,596	$115,992,610

*Interdistrict expenses that do not generate related local college credit hours are subtracted to allow for statewide comparisons.

William Rainey Harper College
FISCAL YEAR 2020 BUDGETED EXPENDITURES

EDUCATION FUND	Appropriations	Totals
INSTRUCTION		
Salaries	$33,663,113	
Employee Benefits	3,892,601	
Contractual Services	725,503	
General Materials & Supplies	1,089,507	
Conference & Meeting Expense	48,459	
Fixed Charges	3,890	
Capital Outlay	536,500	
Other	11,090	$39,970,663
ACADEMIC SUPPORT		
Salaries	7,350,373	
Employee Benefits	1,097,225	
Contractual Services	260,135	
General Materials & Supplies	873,620	
Conference & Meeting Expense	272,722	
Fixed Charges	10,500	
Capital Outlay	26,620	
Other	23,000	9,914,195
STUDENT SERVICES		
Salaries	10,820,043	
Employee Benefits	1,901,907	
Contractual Services	265,962	
General Materials & Supplies	286,782	
Conference & Meeting Expense	234,263	
Fixed Charges	41,746	
Utilities	720	
Capital Outlay	12,730	
Other	89,231	13,653,384
PUBLIC SERVICE/CONTINUING EDUCATION		
Salaries	701,163	
Employee Benefits	64,688	
General Materials & Supplies	53,100	818,951
INSTITUTIONAL SUPPORT		
Salaries	14,741,603	
Employee Benefits	6,123,158	
Contractual Services	3,007,346	
General Materials & Supplies	2,118,711	
Conference & Meeting Expense	700,832	
Fixed Charges	332,586	
Utilities	600	
Capital Outlay	675,951	
Other	(4,011,800)	
Provision for Contingency	250,000	23,938,987
SCHOLARSHIPS, STUDENT GRANTS AND WAIVERS		
Salaries	77,978	
Other	6,104,713	6,182,691
TRANSFERS		4,327,143
GRAND TOTAL		$98,806,014

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William Rainey Harper College
FISCAL YEAR 2020 BUDGETED EXPENDITURES

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OPERATIONS AND MAINTENANCE FUND	Appropriations	Totals
OPERATION & MAINTENANCE OF PLANT		
Salaries	$6,453,729	
Employee Benefits	1,639,510	
Contractual Services	1,931,908	
General Materials & Supplies	1,100,871	
Conference & Meeting Expense	24,634	
Fixed Charges	13,693	
Utilities	3,070,800	
Capital Outlay	454,500	$14,689,645
INSTITUTIONAL SUPPORT		
Salaries	329,428	
Employee Benefits	281,858	
Contractual Services	731,041	
General Materials & Supplies	41,660	
Fixed Charges	257,964	
Utilities	250,000	
Capital Outlay	505,000	
Provision for Contingency	100,000	2,496,951
Transfers		-
GRAND TOTAL		$17,186,596

William Rainey Harper College
FISCAL YEAR 2020 BUDGETED REVENUES

OPERATIONS AND MAINTENANCE (RESTRICTED) FUND	Revenues	Totals
Local Government Sources		$45,000
State Government		
Other IL Government Sources (CDB)		21,056,170
Student Tuition & Fees		
Fees Other-Construction & Renovation		517,000
Other Sources		
Investment Revenue		310,000
Transfers		2,000,000
GRAND TOTAL		$23,928,170

FISCAL YEAR 2020 BUDGETED EXPENDITURES

OPERATIONS AND MAINTENANCE (RESTRICTED) FUND	Appropriations	Totals
INSTITUTIONAL SUPPORT		
Contractual Services	$4,394,275	
Capital Outlay	44,124,561	
Provision for Contingency	1,000,000	$49,518,836
GRAND TOTAL		$49,518,836

William Rainey Harper College
FISCAL YEAR 2020 BUDGETED REVENUES

BOND AND INTEREST FUND	Revenues	Totals
Local Governmental Sources		
Current Taxes		$21,298,814
Other Sources		
Investment Revenue		130,000
GRAND TOTAL		$21,428,814

FISCAL YEAR 2020 BUDGETED EXPENDITURES

BOND AND INTEREST FUND	Appropriations	Totals
INSTITUTIONAL SUPPORT		
Bond Principal Retired	$14,205,000	
Interest on Bonds	5,477,799	
Financial Charges and Adjustments	5,500	$19,688,299
GRAND TOTAL		$19,688,299

William Rainey Harper College
FISCAL YEAR 2020 BUDGETED REVENUES

AUXILIARY ENTERPRISES FUND	Revenues	Totals
Student Tuition and Fees	$4,205,500	
Sales and Service Fees	2,444,689	
Facilities Revenue	876,882	
Investment Revenue	240,000	
Other Sources	267,303	$8,034,374
Transfers		465,209
GRAND TOTAL		$8,499,583

FISCAL YEAR 2020 BUDGETED EXPENDITURES

AUXILIARY ENTERPRISES FUND	Appropriations	Totals
INSTRUCTION		
Salaries	$335,000	
Contractual Services	80,000	
General Materials & Supplies	265,000	
Conference & Meeting Expense	20,000	
Other	10,000	
Provision for Contingency	60,000	$770,000
ACADEMIC SUPPORT		
General Materials & Supplies	26,000	26,000
STUDENT SERVICES		
Salaries	450,237	
Employee Benefits	102,061	
Contractual Services	66,975	
General Materials & Supplies	84,210	
Conference & Meeting Expense	56,002	
Capital Outlay	19,025	
Other	39,144	817,654
PUBLIC SERVICE		
Salaries	2,440,051	
Employee Benefits	310,588	
Contractual Services	494,307	
General Materials & Supplies	413,980	
Conference & Meeting Expense	29,073	
Fixed Charges	47,000	
Capital Outlay	3,000	
Other	315,228	4,053,227

William Rainey Harper College
FISCAL YEAR 2020 BUDGETED EXPENDITURES

AUXILIARY SERVICES
Salaries	502,896	
Employee Benefits	74,446	
Contractual Services	1,316,914	
General Materials & Supplies	181,934	
Conference & Meeting Expense	23,510	
Fixed Charges	23,850	
Utilities	125,000	
Capital Outlay	311,209	
Other	208,025	2,767,784

OPERATION & MAINTENANCE OF PLANT
Contractual Services	2,500	
General Materials & Supplies	2,000	
Capital Outlay	8,000	12,500

INSTITUTIONAL SUPPORT
Employee Benefits	71,500	
Contractual Services	225,000	
General Materials & Supplies	50,000	
Conference & Meeting Expense	145,000	
Capital Outlay	10,000	501,500

SCHOLARSHIPS, STUDENT GRANTS AND WAIVERS
Other	105,000	105,000

Transfers		37,580

GRAND TOTAL		$9,091,245

William Rainey Harper College
FISCAL YEAR 2020 BUDGETED REVENUES

RESTRICTED PURPOSES FUND	Revenues	Totals
State Governmental Sources		
ICCB Adult Ed	$513,674	
Other ICCB Grants	350,000	
Dept Commerce and Economic Opportunity	270,000	
Illinois Student Assistance Commission	2,415,000	
Other IL Governmental Sources	43,065,181	$46,613,855
Federal Governmental Sources		
Department of Education	13,887,308	
Department of Ed-ICCB Pass-Through	852,500	
Department of Labor-Direct	901,984	
Department of Labor-Pass-Through	200,000	
Department of Health & Human Srvcs-Pass-Through	370,000	
U. S. Department of Veterans Affairs	580,000	
Small Business Administration-DCEO Pass-Through	70,000	
Other Federal Governmental Sources	163,501	17,025,293
Other Sources		
Other Tuition and Fees	15,000	
Sales and Service Fees	500	
Nongovernmental Gifts, Grants & Bequests	525,488	540,988
Transfers		1,899,514
GRAND TOTAL		$66,079,650

William Rainey Harper College
FISCAL YEAR 2020 BUDGETED EXPENDITURES

RESTRICTED PURPOSES FUND	Appropriations	Totals
INSTRUCTION		
Salaries	$805,819	
Employee Benefits	27,635	
Contractual Services	241,500	
General Materials & Supplies	128,000	
Conference & Meeting Expense	20,520	
Capital Outlay	110,000	
Other	33,000	$1,366,474
ACADEMIC SUPPORT		
Salaries	207,036	
Employee Benefits	47,966	
Contractual Services	491,247	
General Materials & Supplies	45,284	
Conference & Meeting Expense	22,186	
Fixed Charges	180,000	
Utilities	41,079	
Other	68,351	1,103,149
STUDENT SERVICES		
Salaries	34,989	
Employee Benefits	499	35,488
PUBLIC SERVICE		
Salaries	1,685,817	
Employee Benefits	280,242	
Contractual Services	379,629	
General Materials & Supplies	195,636	
Conference & Meeting Expense	48,834	
Fixed Charges	229,000	
Utilities	12,420	
Capital Outlay	102,000	
Other	307,323	3,240,901
INSTITUTIONAL SUPPORT		
Salaries	382,995	
Employee Benefits	40,613,848	
Contractual Services	2,959,185	
General Materials & Supplies	2,204,480	
Conference & Meeting Expense	72,226	
Capital Outlay	4,579,942	
Other	3,144,562	53,957,238
SCHOLARSHIPS, STUDENT GRANTS AND WAIVERS		
Salaries	230,023	
Other	16,840,556	17,070,579
Transfers		-
GRAND TOTAL		$76,773,829

William Rainey Harper College
FISCAL YEAR 2020 BUDGETED REVENUES

AUDIT FUND	Revenues	Totals
Local Governmental Sources		
Current Taxes		$16,936
GRAND TOTAL		$16,936

FISCAL YEAR 2020 BUDGETED EXPENDITURES

AUDIT FUND	Appropriations	Totals
INSTITUTIONAL SUPPORT		
Audit Services		$16,936
GRAND TOTAL		$16,936

William Rainey Harper College
FISCAL YEAR 2020 BUDGETED REVENUES

LIABILITY, PROTECTION AND SETTLEMENT FUND	Revenues	Totals
Local Governmental Sources		
Current Taxes		$16,936
GRAND TOTAL		$16,936

FISCAL YEAR 2020 BUDGETED EXPENDITURES

LIABILITY, PROTECTION AND SETTLEMENT FUND	Appropriations	Totals
INSTITUTIONAL SUPPORT		
Employee Benefits		$16,936
GRAND TOTAL		$16,936

William Rainey Harper College
FISCAL YEAR 2020 BUDGETED REVENUES

WORKING CASH FUND	Revenues	Totals
Other Sources		
Investment Revenue		$335,000
GRAND TOTAL		$335,000

PERSONNEL HEADCOUNT-THREE YEAR HISTORY AND CURRENT YEAR PROJECTED

As of 7/1/19

| | ADMINISTRATIVE | | | | | | | | | | | |
| | As of June, 30 2017 | | | As of June, 30 2018 | | | As of June, 30 2019 | | | Budgeted FY 20 | | |
	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total
PRESIDENT												
PRESIDENT'S OFFICE	1	-	1	1	-	1	1	-	1	1	-	1
DIVERSITY AND INCLUSION	1	-	1	-	-	-	-	-	-	-	-	-
TOTAL PRESIDENT	2	-	2	1	-	1	1	-	1	1	-	1
PROVOST												
PROVOST	1	-	1	1	-	1	1	-	1	1	-	1
BUSINESS & SOCIAL SCIENCE/CHILD CENTER	1	-	1	1	-	1	1	-	1	1	-	1
CAREER & TECH PROGRAMS/AEE (combined FY19)	1	-	1	1	-	1	2	-	2	2	-	2
ACADEMY for TEACHING EXCELLENCE	1	-	1	1	-	1	1	-	1	1	-	1
HEALTH CAREERS	2	-	2	2	-	2	2	-	2	2	-	2
INTRDISCPLNRY PRGRMS	2	-	2	2	-	2	2	-	2	2	-	2
LIBERAL ARTS	2	-	2	2	-	2	1	-	1	1	-	1
MATH & SCIENCE	1	-	1	1	-	1	1	-	1	1	-	1
RESOURCES FOR LEARNING/ACADEMIC SUPPORT CNTRS	1	-	1	1	-	1	1	-	1	1	-	1
ENROLLMENT SERVICES	1	-	1	1	-	1	1	-	1	1	-	1
REGISTRAR'S OFFICE	-	-	-	-	-	-	-	-	-	-	-	-
ADMISSIONS PROC & ASSESSMENT CNTR	-	-	-	-	-	-	-	-	-	-	-	-
ADMISSIONS OUTREACH	1	-	1	1	-	1	1	-	1	1	-	1
OFFICE OF STUDENT FINANCIAL ASSISTANCE	1	-	1	1	-	1	1	-	1	1	-	1
ONE-STOP CENTER	1	-	1	1	-	1	-	-	-	-	-	-
STUDENT AFFAIRS	2	-	2	2	-	2	1	-	1	1	-	1
EVENTS MANAGEMENT	-	-	-	-	-	-	-	-	-	-	-	-
HEALTH SERVICES (dept eliminated)	1	-	1	-	-	-	-	-	-	-	-	-
STUDENT ENGAGEMENT/INVOLVEMENT	1	-	1	-	-	-	2	-	2	2	-	2
STUDENT DEVELOPMENT	2	-	2	1	-	1	1	-	1	1	-	1
ADVISING SERVICES	1	-	1	1	-	1	1	-	1	1	-	1
ACCESS & DISABILITY SVCS	-	-	-	-	-	-	-	-	-	-	-	-
CNSO/WOMEN'S PROG	1	-	1	1	-	1	-	-	-	-	-	-
MULTICULTURAL LEARNING CNTR (eliminated)	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PROVOST	24	-	24	21	-	21	20	-	20	20	-	20
EVP FINANCE & ADMINISTRATIVE SERVICES												
EVP OFFICE	1	-	1	1	-	1	1	-	1	1	-	1
ACCOUNTING SVCS/BUSINESS OFFICE	1	-	1	1	-	1	1	-	1	1	-	1
PURCHASING	-	-	-	-	-	-	-	-	-	-	-	-
CONFERENCE SERVICES	-	-	-	-	-	-	-	-	-	-	-	-
FACILITIES MGMT	2	-	2	2	-	2	2	-	2	2	-	2
HARPER POLICE	1	-	1	-	-	-	-	-	-	-	-	-
CHIEF INFORMATION OFFICER	1	-	1	1	-	1	1	-	1	1	-	1
CLIENT SYSTEMS	1	-	1	1	-	1	1	-	1	1	-	1
INFRASTRUCTURE SERVICES	-	-	-	-	-	-	-	-	-	-	-	-
HUMAN RESOURCES	1	-	1	1	-	1	1	-	1	1	-	1
TOTAL EVP FINANCE & ADMIN SERVICES	8	-	8	7	-	7	7	-	7	7	-	7
PLANNING & INSTITUTIONAL EFFECTIVENESS												
CHIEF OF STAFF/VP OF STRATEGIC ALLIANCES				1	-	1	1	-	1	1	-	1
STRATEGIC PLANNING & INST. EFFECTIVENESS	1	-	1	1	-	1	1	-	1	1	-	1
INSTITUTIONAL RESEARCH	1	-	1	1	-	1	1	-	1	1	-	1
TOTAL INSTITUTIONAL EFFECTIVENESS	2	-	2	3	-	3	3	-	3	3	-	3
MKTG, COMM, ADVCMT & COMM RLTNS												
MARKETING SVCS CENTER	1	-	1	1	-	1	1	-	1	1	-	1
ENGAGEMT, COMMUN & LEGISLTV AFFRS	-	-	-	-	-	-	-	-	-	-	-	-
ADVANCEMENT/FOUNDATION	2	-	2	2	-	2	2	-	2	2	-	2
TOTAL MKTG, COMM, ADVCMT & COMM RLTNS	3	-	3	3	-	3	3	-	3	3	-	3
WORKFORCE SOLUTIONS												
VP WKFC SOLUTIONS	1	-	1	1	-	1	1	-	1	1	-	1
CONTINUING EDUCATION	1	-	1	1	-	1	1	-	1	1	-	1
FAST TRACK	-	-	-	-	-	-	-	-	-	-	-	-
HARPER BUSINESS SOLUTIONS	-	-	-	-	-	-	-	-	-	-	-	-
WORKFORCE AND ECONOMIC DEVELMT/JPRC	2	-	2	2	-	2	2	-	2	2	-	2
TOTAL WORKFORCE AND STRATEGIC ALL	4	-	4	4	-	4	4	-	4	4	-	4
GRAND TOTAL	43	-	43	39	-	39	38	-	38	38	-	38

PERSONNEL HEADCOUNT-THREE YEAR HISTORY AND CURRENT YEAR PROJECTED

As of 7/1/19

	FACULTY											
	As of June, 30 2017			As of June, 30 2018			As of June, 30 2019			Budgeted FY 20		
	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total
PRESIDENT												
PRESIDENT'S OFFICE				-	-	-	-	-	-	-	-	-
DIVERSITY AND INCLUSION				1	-	1	1	-	1	1	-	1
TOTAL PRESIDENT				1	-	1	1	-	1	1	-	1
PROVOST												
PROVOST	-	-	-	-	-	-	1	-	1	-	-	-
BUSINESS & SOCIAL SCIENCE/CHILD CENTER	31	-	31	30	-	30	28	-	28	28	-	28
CAREER & TECH PROGRAMS/AEE (combined FY19)	21	-	21	22	-	22	26	-	26	27	-	27
ACADEMY for TEACHING EXCELLENCE	-	-	-	-	-	-	-	-	-	-	-	-
HEALTH CAREERS	32	-	32	32	-	32	33	-	33	33	-	33
INTRDISCPLNRY PRGRMS	-	-	-	-	-	-	-	-	-	-	-	-
LIBERAL ARTS	73	-	73	68	-	68	61	-	61	62	-	62
MATH & SCIENCE	58	-	58	57	-	57	58	-	58	58	-	58
RESOURCES FOR LEARNING/ACADEMIC SUPPORT CNTRS	5	-	5	5	-	5	5	-	5	5	-	5
ENROLLMENT SERVICES	-	-	-	-	-	-	-	-	-	-	-	-
REGISTRAR'S OFFICE	-	-	-	-	-	-	-	-	-	-	-	-
ADMISSIONS PROC & ASSESSMENT CNTR	-	-	-	-	-	-	-	-	-	-	-	-
ADMISSIONS OUTREACH	-	-	-	-	-	-	-	-	-	-	-	-
OFFICE OF STUDENT FINANCIAL ASSISTANCE	-	-	-	-	-	-	-	-	-	-	-	-
ONE-STOP CENTER	-	-	-	-	-	-	-	-	-	-	-	-
STUDENT AFFAIRS	-	-	-	-	-	-	-	-	-	-	-	-
EVENTS MANAGEMENT	-	-	-	-	-	-	-	-	-	-	-	-
HEALTH SERVICES (dept eliminated)	-	-	-	-	-	-	-	-	-	-	-	-
STUDENT ENGAGEMENT/INVOLVEMENT	-	-	-	-	-	-	-	-	-	-	-	-
STUDENT DEVELOPMENT	1	-	1	12	-	12	9	-	9	9	-	9
ADVISING SERVICES	7	-	7	-	-	-	-	-	-	-	-	-
ACCESS & DISABILITY SVCS	2	-	2	1	-	1	1	-	1	1	-	1
CNSO/WOMEN'S PROG	1	-	1	-	-	-	-	-	-	-	-	-
MULTICULTURAL LEARNING CNTR (eliminated)	2	-	2	-	-	-	-	-	-	-	-	-
TOTAL PROVOST	233	-	233	227	-	227	222	-	222	223	-	223
EVP FINANCE & ADMINISTRATIVE SERVICES												
EVP OFFICE												
ACCOUNTING SVCS/BUSINESS OFFICE												
PURCHASING												
CONFERENCE SERVICES												
FACILITIES MGMT												
HARPER POLICE												
CHIEF INFORMATION OFFICER												
CLIENT SYSTEMS												
INFRASTRUCTURE SERVICES												
HUMAN RESOURCES												
TOTAL EVP FINANCE & ADMIN SERVICES												
PLANNING & INSTITUTIONAL EFFECTIVENESS												
CHIEF OF STAFF/VP OF STRATEGIC ALLIANCES												
STRATEGIC PLANNING & INST. EFFECTIVENESS												
INSTITUTIONAL RESEARCH												
TOTAL INSTITUTIONAL EFFECTIVENESS												
MKTG, COMM, ADVCMT & COMM RLTNS												
MARKETING SVCS CENTER												
ENGAGEMT, COMMUN & LEGISLTV AFFRS												
ADVANCEMENT/FOUNDATION												
TOTAL MKTG, COMM, ADVCMT & COMM RLTNS												
WORKFORCE SOLUTIONS												
VP WKFC SOLUTIONS												
CONTINUING EDUCATION												
FAST TRACK												
HARPER BUSINESS SOLUTIONS												
WORKFORCE AND ECONOMIC DEVELMT/JPRC												
TOTAL WORKFORCE AND STRATEGIC ALL												
GRAND TOTAL	233	-	233	228	-	228	223	-	223	224	-	224

PERSONNEL HEADCOUNT-THREE YEAR HISTORY AND CURRENT YEAR PROJECTED

As of 7/1/19

	PROFESSIONAL/TECHNICAL											
	As of June, 30 2017			As of June, 30 2018			As of June, 30 2019			Budgeted FY 20		
	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total
PRESIDENT												
PRESIDENT'S OFFICE							-	-	-	-	-	-
DIVERSITY AND INCLUSION							-	-	-	-	-	-
TOTAL PRESIDENT									-	-	-	-
PROVOST												
PROVOST	-	-	-	-	-	-	-	-	-	-	-	-
BUSINESS & SOCIAL SCIENCE/CHILD CENTER	-	-	-	-	-	-	-	-	-	-	-	-
CAREER & TECH PROGRAMS/AEE (combined FY19)	4	6	10	5	4	9	8	4	12	9	4	13
ACADEMY for TEACHING EXCELLENCE	5	-	5	5	-	5	5	-	5	5	-	5
HEALTH CAREERS	4	-	4	4	-	4	6	-	6	6	1	7
INTRDISCPLNRY PRGRMS	2	-	2	2	-	2	2	-	2	-	-	-
LIBERAL ARTS	3	1	4	3	1	4	1	-	1	1	-	1
MATH & SCIENCE	4	3	7	4	3	7	5	1	6	5	1	6
RESOURCES FOR LEARNING/ACADEMIC SUPPORT CNTRS	2	1	3	2	1	3	2	1	3	2	1	3
ENROLLMENT SERVICES	1	-	1	1	-	1	1	-	1	2	-	2
REGISTRAR'S OFFICE	2	1	3	2	1	3	3	1	4	3	1	4
ADMISSIONS PROC & ASSESSMENT CNTR	1	-	1	1	-	1	1	-	1	1	-	1
ADMISSIONS OUTREACH	6	-	6	6	-	6	7	-	7	7	-	7
OFFICE OF STUDENT FINANCIAL ASSISTANCE	1	-	1	1	-	1	1	-	1	1	-	1
ONE-STOP CENTER	6	2	8	6	2	8	6	2	8	6	2	8
STUDENT AFFAIRS	5	-	5	1	-	1	1	-	1	1	-	1
EVENTS MANAGEMENT	4	-	4	4	-	4	4	-	4	4	-	4
HEALTH SERVICES (dept eliminated)	-	1	1	-	1	1	-	-	-	-	-	-
STUDENT ENGAGEMENT/INVOLVEMENT	-	-	-	-	-	-	1	-	1	1	-	1
STUDENT DEVELOPMENT	1	-	1	1	-	1	-	-	-	-	-	-
ADVISING SERVICES	7	-	7	17	-	17	21	-	21	21	-	21
ACCESS & DISABILITY SVCS	-	10	10	-	7	7	4	6	10	4	6	10
CNSO/WOMEN'S PROG	8	1	9	11	1	12	13	-	13	13	-	13
MULTICULTURAL LEARNING CNTR (eliminated)	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PROVOST	66	26	92	76	21	97	92	15	107	92	16	108
EVP FINANCE & ADMINISTRATIVE SERVICES												
EVP OFFICE	-	-	-	-	-	-	-	-	-	-	-	-
ACCOUNTING SVCS/BUSINESS OFFICE	-	-	-	-	-	-	-	-	-	-	-	-
PURCHASING	-	-	-	-	-	-	-	-	-	-	-	-
CONFERENCE SERVICES	1	-	1	1	-	1	1	-	1	1	-	1
FACILITIES MGMT	-	-	-	-	-	-	-	-	-	-	-	-
HARPER POLICE	-	-	-	-	-	-	-	-	-	-	-	-
CHIEF INFORMATION OFFICER	-	-	-	-	-	-	-	-	-	-	-	-
CLIENT SYSTEMS	32	5	37	27	5	32	27	5	32	27	5	32
INFRASTRUCTURE SERVICES	15	-	15	20	-	20	19	-	19	19	-	19
HUMAN RESOURCES	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EVP FINANCE & ADMIN SERVICES	48	5	53	48	5	53	47	5	52	47	5	52
PLANNING & INSTITUTIONAL EFFECTIVENESS												
CHIEF OF STAFF/VP OF STRATEGIC ALLIANCES	-	-	-	-	-	-	-	-	-	-	-	-
STRATEGIC PLANNING & INST. EFFECTIVENESS	1	-	1	1	-	1	1	-	1	1	-	1
INSTITUTIONAL RESEARCH	4	-	4	4	-	4	4	-	4	4	-	4
TOTAL INSTITUTIONAL EFFECTIVENESS	5	-	5	5	-	5	5	-	5	5	-	5
MKTG, COMM, ADVCMT & COMM RLTNS												
MARKETING SVCS CENTER	7	2	9	7	2	9	7	3	10	7	3	10
ENGAGEMT, COMMUN & LEGISLTV AFFRS	-	-	-	-	-	-	-	-	-	-	-	-
ADVANCEMENT/FOUNDATION	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL MKTG, COMM, ADVCMT & COMM RLTNS	7	2	9	7	2	9	7	3	10	7	3	10
WORKFORCE SOLUTIONS												
VP WKFC SOLUTIONS	-	-	-	-	-	-	-	-	-	-	-	-
CONTINUING EDUCATION	10	5	15	10	4	14	10	5	15	10	4	14
FAST TRACK	-	-	-	-	-	-	-	-	-	-	-	-
HARPER BUSINESS SOLUTIONS	3	-	3	3	-	3	3	-	3	3	-	3
WORKFORCE AND ECONOMIC DEVELMT/JPRC	3	1	4	3	-	3	3	-	3	3	-	3
TOTAL WORKFORCE AND STRATEGIC ALL	16	6	22	16	4	20	16	5	21	16	4	20
GRAND TOTAL	142	39	181	152	32	184	167	28	195	167	28	195

PERSONNEL HEADCOUNT-THREE YEAR HISTORY AND CURRENT YEAR PROJECTED

As of 7/1/19

	SUPERVISORY/MANAGEMENT											
	As of June, 30 2017			As of June, 30 2018			As of June, 30 2019			Budgeted FY 20		
	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total
PRESIDENT												
PRESIDENT'S OFFICE	1	-	1	1	-	1	1	-	1	1	-	1
DIVERSITY AND INCLUSION	1	-	1	-	-	-	-	-	-	-	-	-
TOTAL PRESIDENT	2	-	2	1	-	1	1	-	1	1	-	1
PROVOST												
PROVOST	1	-	1	1	-	1	1	-	1	1	-	1
BUSINESS & SOCIAL SCIENCE/CHILD CENTER	1	-	1	2	-	2	3	-	3	3	-	3
CAREER & TECH PROGRAMS/AEE (combined FY19)	1	-	1	1	-	1	1	-	1	2	-	2
ACADEMY for TEACHING EXCELLENCE	-	-	-	-	-	-	1	-	1	1	-	1
HEALTH CAREERS	1	-	1	1	-	1	1	-	1	1	-	1
INTRDISCPLNRY PRGRMS	2	-	2	1	-	1	1	-	1	-	-	-
LIBERAL ARTS	2	-	2	2	-	2	2	-	2	2	-	2
MATH & SCIENCE	1	-	1	1	-	1	1	-	1	1	-	1
RESOURCES FOR LEARNING/ACADEMIC SUPPORT CNTRS	3	1	4	3	1	4	3	1	4	3	1	4
ENROLLMENT SERVICES	-	-	-	-	-	-	-	-	-	-	-	-
REGISTRAR'S OFFICE	1	-	1	1	-	1	1	-	1	1	-	1
ADMISSIONS PROC & ASSESSMENT CNTR	2	-	2	2	-	2	2	-	2	2	-	2
ADMISSIONS OUTREACH	1	-	1	1	-	1	1	-	1	1	-	1
OFFICE OF STUDENT FINANCIAL ASSISTANCE	2	-	2	2	-	2	2	-	2	2	-	2
ONE-STOP CENTER	-	-	-	-	-	-	1	-	1	1	-	1
STUDENT AFFAIRS	1	-	1	1	-	1	1	-	1	1	-	1
EVENTS MANAGEMENT	2	-	2	2	-	2	2	-	2	2	-	2
HEALTH SERVICES (dept eliminated)	-	-	-	-	-	-	-	-	-	-	-	-
STUDENT ENGAGEMENT/INVOLVEMENT	1	-	1	2	-	2	4	-	4	4	-	4
STUDENT DEVELOPMENT	2	-	2	2	-	2	2	-	2	2	-	2
ADVISING SERVICES	-	-	-	1	-	1	1	-	1	1	-	1
ACCESS & DISABILITY SVCS	2	-	2	2	-	2	2	-	2	2	-	2
CNSO/WOMEN'S PROG	-	-	-	-	-	-	1	-	1	1	-	1
MULTICULTURAL LEARNING CNTR (eliminated)	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PROVOST	26	1	27	28	1	29	34	1	35	34	1	35
EVP FINANCE & ADMINISTRATIVE SERVICES												
EVP OFFICE	-	-	-	-	-	-	-	-	-	-	-	-
ACCOUNTING SVCS/BUSINESS OFFICE	7	-	7	7	-	7	8	-	8	8	-	8
PURCHASING	1	-	1	1	-	1	1	-	1	1	-	1
CONFERENCE SERVICES	1	-	1	1	-	1	1	-	1	1	-	1
FACILITIES MGMT	12	-	12	12	-	12	13	-	13	13	-	13
HARPER POLICE	1	-	1	3	-	3	3	-	3	3	-	3
CHIEF INFORMATION OFFICER	-	-	-	-	-	-	-	-	-	-	-	-
CLIENT SYSTEMS	9	1	10	9	1	10	9	1	10	10	1	11
INFRASTRUCTURE SERVICES	8	-	8	8	-	8	8	-	8	7	-	7
HUMAN RESOURCES	4	-	4	4	-	4	4	-	4	4	-	4
TOTAL EVP FINANCE & ADMIN SERVICES	43	1	44	45	1	46	47	1	48	47	1	48
PLANNING & INSTITUTIONAL EFFECTIVENESS												
CHIEF OF STAFF/VP OF STRATEGIC ALLIANCES	-	-	-	1	-	1	1	-	1	1	-	1
STRATEGIC PLANNING & INST. EFFECTIVENESS	1	-	1	1	-	1	1	-	1	1	-	1
INSTITUTIONAL RESEARCH	1	-	1	-	-	-	-	-	-	-	-	-
TOTAL INSTITUTIONAL EFFECTIVENESS	2	-	2	2	-	2	2	-	2	2	-	2
MKTG, COMM, ADVCMT & COMM RLTNS												
MARKETING SVCS CENTER	5	-	5	5	-	5	5	-	5	5	-	5
ENGAGEMT, COMMUN & LEGISLTV AFFRS	4	-	4	5	-	5	5	-	5	5	-	5
ADVANCEMENT/FOUNDATION	5	-	5	5	-	5	5	-	5	5	-	5
TOTAL MKTG, COMM, ADVCMT & COMM RLTNS	14	-	14	15	-	15	15	-	15	15	-	15
WORKFORCE SOLUTIONS												
VP WKFC SOLUTIONS	1	-	1	1	-	1	2	-	2	2	-	2
CONTINUING EDUCATION	7	-	7	7	-	7	6	-	6	6	-	6
FAST TRACK	1	-	1	1	-	1	1	-	1	1	-	1
HARPER BUSINESS SOLUTIONS	1	-	1	1	-	1	1	-	1	1	-	1
WORKFORCE AND ECONOMIC DEVELMT/JPRC	2	-	2	2	-	2	2	-	2	2	-	2
TOTAL WORKFORCE AND STRATEGIC ALL	12	-	12	12	-	12	12	-	12	12	-	12
GRAND TOTAL	99	2	101	103	2	105	111	2	113	111	2	113

PERSONNEL HEADCOUNT-THREE YEAR HISTORY AND CURRENT YEAR PROJECTED

As of 7/1/19

	As of June, 30 2017			As of June, 30 2018			As of June, 30 2019			Budgeted FY 20		
	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total
PRESIDENT												
PRESIDENT'S OFFICE	-	1	1	-	1	1	-	1	1	-	1	1
DIVERSITY AND INCLUSION	-	-	-	-	-	-		-	-	-	-	-
TOTAL PRESIDENT	-	1	1	-	1	1	-	1	1	-	1	1
PROVOST												
PROVOST	-	-	-	-	-	-	-	-	-	-		-
BUSINESS & SOCIAL SCIENCE/CHILD CENTER	5	4	9	4	4	8	4	4	8	4	4	8
CAREER & TECH PROGRAMS/AEE (combined FY19)	1	5	6	1	5	6	4	5	9	5	5	10
ACADEMY for TEACHING EXCELLENCE	3	-	3	3	-	3	2	-	2	2	-	2
HEALTH CAREERS	4	2	6	4	2	6	4	2	6	5	1	6
INTRDISCPLNRY PRGRMS	4	2	6	4	2	6	4	2	6	4	1	5
LIBERAL ARTS	7	1	8	7	1	8	4	1	5	4	1	5
MATH & SCIENCE	2	2	4	2	1	3	2	1	3	2	1	3
RESOURCES FOR LEARNING/ACADEMIC SUPPORT CNTRS	12	11	23	12	11	23	12	10	22	13	9	22
ENROLLMENT SERVICES	2	-	2	2	-	2	1	-	1	1	-	1
REGISTRAR'S OFFICE	5	2	7	5	2	7	5	2	7	5	2	7
ADMISSIONS PROC & ASSESSMENT CNTR	4	10	14	7	7	14	7	7	14	7	7	14
ADMISSIONS OUTREACH	-	1	1	-	1	1	-	1	1	-	1	1
OFFICE OF STUDENT FINANCIAL ASSISTANCE	7	2	9	7	2	9	7	2	9	7	2	9
ONE-STOP CENTER	-	-	-	-	-	-	-	-	-	-	-	-
STUDENT AFFAIRS	4	4	8	4	4	8	-	1	1	1	-	1
EVENTS MANAGEMENT	-	2	2	-	2	2	-	2	2	-	2	2
HEALTH SERVICES (dept eliminated)	2	1	3	2	1	3	-	-	-	-	-	-
STUDENT ENGAGEMENT/INVOLVEMENT	2	-	2	2	-	2	6	1	7	6	2	8
STUDENT DEVELOPMENT	2	1	3	1	1	2	3	3	6	4	3	7
ADVISING SERVICES	1	4	5	1	3	4	1	2	3	-	-	-
ACCESS & DISABILITY SVCS	-	5	5	-	5	5	1	3	4	1	3	4
CNSO/WOMEN'S PROG	1	3	4	1	4	5	2	3	5	2	3	5
MULTICULTURAL LEARNING CNTR (eliminated)	1	1	2	1	1	2	-	-	-	-	-	-
TOTAL PROVOST	69	63	132	70	59	129	69	52	121	73	47	120
EVP FINANCE & ADMINISTRATIVE SERVICES												
EVP OFFICE	1	-	1	1	-	1	1	-	1	1	-	1
ACCOUNTING SVCS/BUSINESS OFFICE	11	4	15	11	4	15	10	4	14	10	4	14
PURCHASING	2	-	2	2	-	2	2	-	2	2	-	2
CONFERENCE SERVICES	1	-	1	1	-	1	1	-	1	1	-	1
FACILITIES MGMT	5	1	6	5	1	6	4	1	5	4	1	5
HARPER POLICE	-	-	-	-	-	-	-	-	-	-	-	-
CHIEF INFORMATION OFFICER	1	-	1	1	-	1	1	-	1	1	-	1
CLIENT SYSTEMS	3	4	7	3	5	8	3	4	7	3	4	7
INFRASTRUCTURE SERVICES	1	2	3	1	1	2	1	1	2	1	1	2
HUMAN RESOURCES	5	-	5	5	-	5	5	-	5	5	-	5
TOTAL EVP FINANCE & ADMIN SERVICES	30	11	41	30	11	41	28	10	38	28	10	38
PLANNING & INSTITUTIONAL EFFECTIVENESS												
CHIEF OF STAFF/VP OF STRATEGIC ALLIANCES	-	-	-	-	-	-	-	-	-	-	-	
STRATEGIC PLANNING & INST. EFFECTIVENESS	1	2	3	1	2	3	1	2	3	1	2	3
INSTITUTIONAL RESEARCH	1	-	1	1	-	1	1	-	1	1	-	1
TOTAL INSTITUTIONAL EFFECTIVENESS	2	2	4	2	2	4	2	2	4	2	2	4
MKTG, COMM, ADVCMT & COMM RLTNS												
MARKETING SVCS CENTER	7	1	8	7	1	8	6	1	7	6	1	7
ENGAGEMT, COMMUN & LEGISLTV AFFRS	1	-	1	1	-	1	1	-	1	1	-	1
ADVANCEMENT/FOUNDATION	1	-	1	1	-	1	1	-	1	1	-	1
TOTAL MKTG, COMM, ADVCMT & COMM RLTNS	9	1	10	9	1	10	8	1	9	8	1	9
WORKFORCE SOLUTIONS												
VP WKFC SOLUTIONS	-	-	-	-	-	-	-	-	-	-	-	-
CONTINUING EDUCATION	11	8	19	11	7	18	9	4	13	9	2	11
FAST TRACK	1	-	1	1	-	1	1	-	1	1	-	1
HARPER BUSINESS SOLUTIONS	1	-	1	1	-	1	1	-	1	1	-	1
WORKFORCE AND ECONOMIC DEVELMT/JPRC	4	3	7	4	2	6	4	2	6	4	1	5
TOTAL WORKFORCE AND STRATEGIC ALL	17	11	28	17	9	26	15	6	21	15	3	18
GRAND TOTAL	127	89	216	128	83	211	122	72	194	126	64	190

PERSONNEL HEADCOUNT-THREE YEAR HISTORY AND CURRENT YEAR PROJECTED

As of 7/1/19

	SECURITY											
	As of June, 30 2017			As of June, 30 2018			As of June, 30 2019			Budgeted FY 20		
	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total
PRESIDENT												
PRESIDENT'S OFFICE												
DIVERSITY AND INCLUSION												
TOTAL PRESIDENT												
PROVOST												
PROVOST												
BUSINESS & SOCIAL SCIENCE/CHILD CENTER												
CAREER & TECH PROGRAMS/AEE (combined FY19)												
ACADEMY for TEACHING EXCELLENCE												
HEALTH CAREERS												
INTRDISCPLNRY PRGRMS												
LIBERAL ARTS												
MATH & SCIENCE												
RESOURCES FOR LEARNING/ACADEMIC SUPPORT CNTRS												
ENROLLMENT SERVICES												
REGISTRAR'S OFFICE												
ADMISSIONS PROC & ASSESSMENT CNTR												
ADMISSIONS OUTREACH												
OFFICE OF STUDENT FINANCIAL ASSISTANCE												
ONE-STOP CENTER												
STUDENT AFFAIRS												
EVENTS MANAGEMENT												
HEALTH SERVICES (dept eliminated)												
STUDENT ENGAGEMENT/INVOLVEMENT												
STUDENT DEVELOPMENT												
ADVISING SERVICES												
ACCESS & DISABILITY SVCS												
CNSO/WOMEN'S PROG												
MULTICULTURAL LEARNING CNTR (eliminated)												
TOTAL PROVOST												
EVP FINANCE & ADMINISTRATIVE SERVICES												
EVP OFFICE												
ACCOUNTING SVCS/BUSINESS OFFICE												
PURCHASING												
CONFERENCE SERVICES												
FACILITIES MGMT												
HARPER POLICE	18	15	33	17	15	32	17	15	32	17	15	32
CHIEF INFORMATION OFFICER												
CLIENT SYSTEMS												
INFRASTRUCTURE SERVICES												
HUMAN RESOURCES												
TOTAL EVP FINANCE & ADMIN SERVICES	18	15	33	17	15	32	17	15	32	17	15	32
PLANNING & INSTITUTIONAL EFFECTIVENESS												
CHIEF OF STAFF/VP OF STRATEGIC ALLIANCES												
STRATEGIC PLANNING & INST. EFFECTIVENESS												
INSTITUTIONAL RESEARCH												
TOTAL INSTITUTIONAL EFFECTIVENESS												
MKTG, COMM, ADVCMT & COMM RLTNS												
MARKETING SVCS CENTER												
ENGAGEMT, COMMUN & LEGISLTV AFFRS												
ADVANCEMENT/FOUNDATION												
TOTAL MKTG, COMM, ADVCMT & COMM RLTNS												
WORKFORCE SOLUTIONS												
VP WKFC SOLUTIONS												
CONTINUING EDUCATION												
FAST TRACK												
HARPER BUSINESS SOLUTIONS												
WORKFORCE AND ECONOMIC DEVELMT/JPRC												
TOTAL WORKFORCE AND STRATEGIC ALL												
GRAND TOTAL	18	15	33	17	15	32	17	15	32	17	15	32

PERSONNEL HEADCOUNT-THREE YEAR HISTORY AND CURRENT YEAR PROJECTED

	CUSTODIAL/MAINTENANCE											
	As of June, 30 2017			As of June, 30 2018			As of June, 30 2019			Budgeted FY 20		
	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total
PRESIDENT												
PRESIDENT'S OFFICE												
DIVERSITY AND INCLUSION												
TOTAL PRESIDENT												
PROVOST												
PROVOST												
BUSINESS & SOCIAL SCIENCE/CHILD CENTER												
CAREER & TECH PROGRAMS/AEE (combined FY19)												
ACADEMY for TEACHING EXCELLENCE												
HEALTH CAREERS												
INTRDISCPLNRY PRGRMS												
LIBERAL ARTS												
MATH & SCIENCE												
RESOURCES FOR LEARNING/ACADEMIC SUPPORT CNTRS												
ENROLLMENT SERVICES												
REGISTRAR'S OFFICE												
ADMISSIONS PROC & ASSESSMENT CNTR												
ADMISSIONS OUTREACH												
OFFICE OF STUDENT FINANCIAL ASSISTANCE												
ONE-STOP CENTER												
STUDENT AFFAIRS												
EVENTS MANAGEMENT												
HEALTH SERVICES (dept eliminated)												
STUDENT ENGAGEMENT/INVOLVEMENT												
STUDENT DEVELOPMENT												
ADVISING SERVICES												
ACCESS & DISABILITY SVCS												
CNSO/WOMEN'S PROG												
MULTICULTURAL LEARNING CNTR (eliminated)												
TOTAL PROVOST												
EVP FINANCE & ADMINISTRATIVE SERVICES												
EVP OFFICE												
ACCOUNTING SVCS/BUSINESS OFFICE												
PURCHASING												
CONFERENCE SERVICES												
FACILITIES MGMT	84	4	88	84	4	88	84	4	88	84	4	88
HARPER POLICE												
CHIEF INFORMATION OFFICER												
CLIENT SYSTEMS												
INFRASTRUCTURE SERVICES												
HUMAN RESOURCES												
TOTAL EVP FINANCE & ADMIN SERVICES	84	4	88	84	4	88	84	4	88	84	4	88
PLANNING & INSTITUTIONAL EFFECTIVENESS												
CHIEF OF STAFF/VP OF STRATEGIC ALLIANCES												
STRATEGIC PLANNING & INST. EFFECTIVENESS												
INSTITUTIONAL RESEARCH												
TOTAL INSTITUTIONAL EFFECTIVENESS												
MKTG, COMM, ADVCMT & COMM RLTNS												
MARKETING SVCS CENTER												
ENGAGEMT, COMMUN & LEGISLTV AFFRS												
ADVANCEMENT/FOUNDATION												
TOTAL MKTG, COMM, ADVCMT & COMM RLTNS												
WORKFORCE SOLUTIONS												
VP WKFC SOLUTIONS												
CONTINUING EDUCATION												
FAST TRACK												
HARPER BUSINESS SOLUTIONS												
WORKFORCE AND ECONOMIC DEVELMT/JPRC												
TOTAL WORKFORCE AND STRATEGIC ALL												
GRAND TOTAL	84	4	88	84	4	88	84	4	88	84	4	88

PERSONNEL HEADCOUNT-THREE YEAR HISTORY AND CURRENT YEAR PROJECTED

As of 7/1/19

	As of June, 30 2017			As of June, 30 2018			As of June, 30 2019			Budgeted FY 20		
	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total
PRESIDENT												
PRESIDENT'S OFFICE	2	1	3	2	1	3	2	1	3	2	1	3
DIVERSITY AND INCLUSION	2	-	2	1	-	1	1	-	1	1	-	1
TOTAL PRESIDENT	4	1	5	3	1	4	3	1	4	3	1	4
PROVOST												
PROVOST	2	-	2	2	-	2	3	-	3	2	-	2
BUSINESS & SOCIAL SCIENCE/CHILD CENTER	38	4	42	37	4	41	36	4	40	36	4	40
CAREER & TECH PROGRAMS/AEE (combined FY19)	28	11	39	30	9	39	41	9	50	45	9	54
ACADEMY for TEACHING EXCELLENCE	9	-	9	9	-	9	9	-	9	9	-	9
HEALTH CAREERS	43	2	45	43	2	45	46	2	48	47	2	49
INTRDISCPLNRY PRGRMS	10	2	12	9	2	11	9	2	11	6	1	7
LIBERAL ARTS	87	2	89	82	2	84	69	1	70	70	1	71
MATH & SCIENCE	66	5	71	65	4	69	67	2	69	67	2	69
RESOURCES FOR LEARNING/ACADEMIC SUPPORT CNTRS	23	13	36	23	13	36	23	12	35	24	11	35
ENROLLMENT SERVICES	4	-	4	4	-	4	3	-	3	4	-	4
REGISTRAR'S OFFICE	8	3	11	8	3	11	9	3	12	9	3	12
ADMISSIONS PROC & ASSESSMENT CNTR	7	10	17	10	7	17	10	7	17	10	7	17
ADMISSIONS OUTREACH	8	1	9	8	1	9	9	1	10	9	1	10
OFFICE OF STUDENT FINANCIAL ASSISTANCE	11	2	13	11	2	13	11	2	13	11	2	13
ONE-STOP CENTER	7	2	9	7	2	9	7	2	9	7	2	9
STUDENT AFFAIRS	12	4	16	8	4	12	3	1	4	4	-	4
EVENTS MANAGEMENT	6	2	8	6	2	8	6	2	8	6	2	8
HEALTH SERVICES (dept eliminated)	3	2	5	2	2	4				-	-	-
STUDENT ENGAGEMENT/INVOLVEMENT	4	-	4	4	-	4	13	1	14	13	2	15
STUDENT DEVELOPMENT	8	1	9	17	1	18	15	3	18	16	3	19
ADVISING SERVICES	16	4	20	20	3	23	24	2	26	23	-	23
ACCESS & DISABILITY SVCS	4	15	19	3	12	15	8	9	17	8	9	17
CNSO/WOMEN'S PROG	11	4	15	13	5	18	16	3	19	16	3	19
MULTICULTURAL LEARNING CNTR (eliminated)	3	1	4	1	1	2	-	-	-	-	-	-
TOTAL PROVOST	418	90	508	422	81	503	437	68	505	442	64	506
EVP FINANCE & ADMINISTRATIVE SERVICES												
EVP OFFICE	2	-	2	2	-	2	2	-	2	2	-	2
ACCOUNTING SVCS/BUSINESS OFFICE	19	4	23	19	4	23	19	4	23	19	4	23
PURCHASING	3	-	3	3	-	3	3	-	3	3	-	3
CONFERENCE SERVICES	3	-	3	3	-	3	3	-	3	3	-	3
FACILITIES MGMT	103	5	108	103	5	108	103	5	108	103	5	108
HARPER POLICE	20	15	35	20	15	35	20	15	35	20	15	35
CHIEF INFORMATION OFFICER	2	-	2	2	-	2	2	-	2	2	-	2
CLIENT SYSTEMS	45	10	55	40	11	51	40	10	50	41	10	51
INFRASTRUCTURE SERVICES	24	2	26	29	1	30	28	1	29	27	1	28
HUMAN RESOURCES	10	-	10	10	-	10	10	-	10	10	-	10
TOTAL EVP FINANCE & ADMIN SERVICES	231	36	267	231	36	267	230	35	265	230	35	265
PLANNING & INSTITUTIONAL EFFECTIVENESS												
CHIEF OF STAFF/VP OF STRATEGIC ALLIANCES	-	-	-	2	-	2	2	-	2	2	-	2
STRATEGIC PLANNING & INST. EFFECTIVENESS	4	2	6	4	2	6	4	2	6	4	2	6
INSTITUTIONAL RESEARCH	7	-	7	6	-	6	6	-	6	6	-	6
TOTAL INSTITUTIONAL EFFECTIVENESS	11	2	13	12	2	14	12	2	14	12	2	14
MKTG, COMM, ADVCMT & COMM RLTNS												
MARKETING SVCS CENTER	20	3	23	20	3	23	19	4	23	19	4	23
ENGAGEMT, COMMUN & LEGISLTV AFFRS	5	-	5	6	-	6	6	-	6	6	-	6
ADVANCEMENT/FOUNDATION	8	-	8	8	-	8	8	-	8	8	-	8
TOTAL MKTG, COMM, ADVCMT & COMM RLTNS	33	3	36	34	3	37	33	4	37	33	4	37
WORKFORCE SOLUTIONS												
VP WKFC SOLUTIONS	2	-	2	2	-	2	3	-	3	3	-	3
CONTINUING EDUCATION	29	13	42	29	11	40	26	9	35	26	6	32
FAST TRACK	2	-	2	2	-	2	2	-	2	2	-	2
HARPER BUSINESS SOLUTIONS	5	-	5	5	-	5	5	-	5	5	-	5
WORKFORCE AND ECONOMIC DEVELMT/JPRC	11	4	15	11	2	13	11	2	13	11	1	12
TOTAL WORKFORCE AND STRATEGIC ALL	49	17	66	49	13	62	47	11	58	47	7	54
GRAND TOTAL	746	149	895	751	136	887	762	121	883	767	113	880

			2016	2017	2018		2016	2017	2018		2016 [1]	2017	2018	Variance
FY 2016-2018 Operational Analysis Cost Comparison														
Sorted by Department														
			Total FTE	Total FTE	Total FTE						Dept Surplus or (Deficit)	Dept Surplus or (Deficit)	Dept Surplus or (Deficit)	
Division	Dept	Dept #					Cost per FTE	Cost per FTE	Cost per FTE					
BUS/SS	Accounting	111	274	279	277		$2,163	$2,372	$2,515		$526,620	$646,684	$672,939	
CTP	Adult Ed Development	611	553	447	429		4,097	4,068	4,398		(1,625,143)	(789,274)	(809,803)	
BUS/SS	Anthropology	151	55	60	56		4,680	4,675	5,250		(45,749)	2,314	(21,958)	
LIB ARTS	Art	218	224	225	234		4,273	4,598	4,859		(73,708)	17,144	5,820	
MS	Biology	311	728	745	723		3,000	3,176	3,247		844,767	1,252,856	1,311,459	
CTP	Building Design & Technology	524	44	42	38		9,808	9,351	10,102		(243,053)	(158,204)	(183,045)	
HC	Cert Nursing Assistant	351	143	161	157		2,687	2,567	2,669		340,847	648,346	581,847	
MS	Chemistry	516	342	330	335		5,058	5,249	5,536		(276,955)	(109,468)	(150,525)	
LIB ARTS	Communication Arts	212	365	392	424		3,386	3,170	3,096		182,708	531,732	689,852	
HC	Community Health Worker	327	1	1	1		1,751	2,245	2,190		1,119	1,875	63	
CTP	Computer Info Systems	116	243	215	185		4,894	4,681	5,793		(117,216)	150,558	(59,705)	
MS	Computer Science	520	52	64	62		2,911	2,504	2,507		70,239	144,512	164,004	
HC	Dental Hygiene	315	47	50	53		20,934	20,721	20,312		(497,688)	(452,679)	(455,262)	
HC	Dietetic Technician	318	68	59	53		3,390	3,865	3,164		47,991	61,196	97,318	
BUS/SS	Early Childhood Education	322	89	75	72		3,349	2,613	2,850		80,617	176,875	147,326	
BUS/SS	Economics	114	221	199	217		2,388	2,244	2,392		364,243	496,323	528,998	
BUS/SS	Education	152	38	39	44		4,808	4,824	4,585		(30,141)	(7,240)	7,828	
CTP	Electronics	518	57	51	55		5,047	4,600	4,996		(23,808)	45,837	42,899	
CTP	Emergency Management	360	9	11	7		4,245	3,789	4,399		(4,328)	19,197	9,197	
HC	Emergency Medical Services	320	70	70	61		4,137	4,326	4,731		85,165	164,619	120,918	
MS	Engineering	519	32	26	29		6,840	8,160	7,897		(86,277)	(75,812)	(85,371)	
LIB ARTS	English/Literature	211	885	874	819		3,760	4,171	4,399		130,996	302,478	275,437	
LIB ARTS	English/Second Lang	612	283	274	263		5,224	4,577	4,843		(159,585)	80,060	124,102	
CTP	Fashion Design	221	38	45	41		8,644	7,350	7,356		(143,878)	(62,905)	(65,953)	
CTP	Fire Science	517	67	65	57		4,301	4,807	5,437		37,239	96,760	62,625	
STU DEV	First Year Experience	653	17	8	31		1,575	2,590	1,759		44,474	51,962	93,908	
BUS/SS	Geography	153	119	116	121		3,064	3,255	3,300		129,016	177,129	211,386	
CTP	Graphic Art Tech	509	77	94	93		6,437	6,528	6,460		(143,382)	(96,282)	(79,552)	
HC	Health Information Technology	325	31	39	39		5,770	5,086	5,481		(35,042)	15,682	(4,426)	
HC	Health Science Core	314	117	111	110		2,451	2,207	2,289		213,711	343,871	328,272	
BUS/SS	History	154	170	159	137		2,683	2,420	3,234		206,528	349,060	219,633	
CTP	Hospitality Management	117	63	71	75		5,967	4,896	4,733		(112,449)	47,119	53,666	
HC	Human Services	526	30	28	21		4,432	5,104	6,423		(7,304)	1,926	(29,563)	
LIB ARTS	Humanities	214	216	210	199		2,244	2,485	2,615		349,376	435,881	438,426	
MS	Kinesiology & Health Ed	411	131	109	93		4,446	4,532	4,158		(52,354)	29,677	84,755	
CTP	Law Enforcement & Justice	316	132	137	139		2,458	2,426	2,508		200,933	336,180	366,244	
LIB ARTS	Learning Skills	679	40	33	20		4,394	3,057	5,290		(16,488)	49,765	(9,060)	
CTP	Maintenance Technology	521	18	17	16		11,010	4,652	4,688		(109,467)	19,295	17,887	
BUS/SS	Management	112	279	258	232		2,529	2,428	2,613		444,107	589,184	520,954	
CTP	Manufacturing Technology	527	91	108	85		2,924	4,079	4,627		188,380	241,970	129,084	
HC	Massage Therapy	329		10	14			6,946	7,813			(108)	(18,691)	
MS	Mathematics & Dev Math	512	1,193	1,133	1,100		2,437	2,377	2,618		1,773,823	2,440,471	2,314,821	
HC	Medical Office Assistant	324	38	25	22		5,394	6,783	7,167		(31,999)	(35,109)	(28,013)	
LIB ARTS	Music	219	109	82	82		8,530	9,967	10,060		(431,690)	(397,683)	(398,449)	
HC	Nursing	312	137	157	157		14,876	12,817	12,848		(895,321)	(453,516)	(459,008)	
CTP	Paralegal Studies	155	49	36	50		4,428	5,619	4,936		(3,198)	(7,989)	27,671	

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Division	Dept	Dept #	2016 Total FTE	2017 Total FTE	2018 Total FTE		2016 Cost per FTE	2017 Cost per FTE	2018 Cost per FTE	2016 [1] Dept Surplus or (Deficit)	2017 Dept Surplus or (Deficit)	2018 Dept Surplus or (Deficit)	Variance
FY 2016-2018 Operational Analysis Cost Comparison													
Sorted by Department													
LIB ARTS	Philosophy	215	317	304	290		2,844	2,985	3,081	364,662	498,022	503,063	
HC	Phlebotomy	357	16	17	16		7,770	8,123	7,750	(34,552)	(8,807)	(8,948)	
MS	Physical Sciences	508	260	242	226		4,869	5,291	5,880	(178,249)	(73,828)	(170,213)	
BUS/SS	Political Science	156	58	62	53		3,197	3,119	3,719	43,703	91,564	59,948	
HC	Practical Nursing	326	18	27	29		8,614	3,093	5,910	619	191,613	115,141	
BUS/SS	Psychology	157	429	423	428		2,545	2,586	2,623	608,403	852,533	939,535	
HC	Radiologic Tech	358	41	40	41		8,443	8,930	10,310	(13,640)	39,889	5,352	
CTP	Refrig/Air Cond	522	39	42	37		10,243	10,635	10,329	(227,459)	(179,585)	(183,960)	
BUS/SS	Sociology	158	225	219	217		1,966	2,025	2,253	443,454	567,918	547,387	
HC	Sonography	412	36	42	41		12,961	7,604	7,791	(168,901)	93,719	78,414	
STU DEV	Student Career Development	651	16	14	11		1,707	2,269	2,410	41,600	34,648	31,087	
STU DEV	Student Development Diversity	655	29	27	23		1,310	1,450	1,606	72,718	86,761	76,352	
STU DEV	Student Psych Humanistic Dev	652	7	9	8		2,969	1,732	1,794	7,513	25,112	24,356	
CTP	Supply Chain Management	119	35	38	45		4,359	3,798	3,978	122,329	99,513	77,997	
HC	Surgical Tech	328			2				36,727			(57,328)	
CTP	Welding	528	50	63	66		4,009	5,603	5,987	56,123	336,652	48,816	
LIB ARTS	World Languages	216	276	251	235		3,560	3,842	2,620	112,582	234,820	515,974	
	Grand Totals		9,837	9,560	9,296	Avg	$3,864	$3,895	$4,083	$2,347,581	$10,212,813	$9,393,928	($818,885)
	Percentage Change		-1.73%	-2.82%	-2.77%		3.01%	0.80%	4.83%	-66.84%	335.04%	-8.02%	
BUS/SS	TOTALS		1,957	1,889	1,854	Avg	$2,608	$2,590	$2,791	$2,770,801	$3,942,344	$3,833,976	($108,368)
CTP	TOTALS		1,565	1,482	1,418	Avg	4,766	4,788	5,103	(2,148,377)	98,842	(545,932)	(644,774)
HC	TOTALS		793	837	817	Avg	7,344	6,832	7,285	(994,995)	612,517	266,086	(346,431)
LIB ARTS	TOTALS		2,715	2,645	2,566	Avg	3,858	3,965	4,009	458,853	1,752,219	2,145,165	392,946
MS	TOTALS		2,738	2,649	2,568	Avg	3,302	3,374	3,575	2,094,994	3,608,408	3,468,930	(139,478)
STU DEV	TOTALS		69	58	73	Avg	1,636	1,849	1,810	166,305	198,483	225,703	27,220
	Grand Totals		9,837	9,560	9,296	Avg	$3,864	$3,895	$4,083	$2,347,581	$10,212,813	$9,393,928	($818,885)

[1] Department surplus/deficits negatively affected by lack of State funding in FY 2016

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 Welding								X
Alternative Electrical Energy								X
Apparel Construction								X
Architectural Studies			X					
Architectural CAD								X
Art				X				
Art Education	X							
Astronomy			X					
Basic Manufacturing (MFT) *(formerly Manufacturing Basic MNT)*								X
Basic Pipe Welding								X
Basic Welding								X
Biological Sciences			X					
Bread and Pastry Arts								X
Business Administration	X						X	
<mark>Business Management</mark>								<mark>X</mark>
Cardiographic Technician (DCS/CGT)								X
Certified Nursing Assistant								X
Chemistry			X					
Community Health Worker								X
Computer Information Systems--Computer Support Technician								X
Computer Information Systems--Computers in Business								X
Computer Information Systems--Network Administration								X
Computer Information Systems--Network Support Technician								X
Computer Information Systems--Networking Fundamentals								X
CIS -- Office Assistant								X
CIS -- Administrative Assistant								X
Computer Information Systems--Software Development								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 (RAD)								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-Marketing								X
Early Childhood Education: Before/After School Care								X
Early Childhood Education	X						X	
Early Childhood Education Assistant Teacher								X
Early Childhood Education Teacher								X
Early Childhood Education: Infant/Toddler								X
Early Childhood Education--Family Child Care I								X

ACADEMIC TRANSFER ORIENTED AND CAREER PROGRAMS

Program Name	Transfer-Oriented						Career	
	AA	AATM	AS	AFA	AES	AGS	AAS	Certificate
Early Childhood Education--Family Child Care II								X
Electrical Maintenance (ELT)								X
Electronics Engineering Technology (ELT)							X	X
Elementary Education	X							
Emergency and Disaster Management							X	X
Emergency Medical Services							X	
Emergency Medical Technician								X
Engineering					X			
English	X							
Entrepreneurship								X
Environmental Studies			X					
Fashion Design							X	
Fashion Graphic Arts (GRA)								X
Fashion Merchandising							X	
Financial Management								X
Fire Science Technology							X	
Food Service Management								X
Forensic Science (LEJ)							X	
Forensic Science Technician (LEJ)								X
General Studies*						X		
Geographic Information Systems (GEG)								X
Geography	X							
Geology			X					
Graphic Arts Technology							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 (MOA)							X	
Health Education	X							
Health Information Technology							X	
Health Insurance Specialist (MOA)								X
Heating Services (RAC)								X
History	X							
Hospitality Management (FSM)							X	
Hotel Management (FSM)								X
Human Resource Management								X
Human Services							X	
Humanities	X							
Information Systems							X	
Information Technology							X	
Industrial Electronics Maintenance (ELT)								X
Insurance								X
Interior Design							X	
Interior Design Assistant								X
Inventory/Production Control (SCM)								X
Kinesiology			X					
Kitchen and Bath Specialty (IND)								X

ACADEMIC TRANSFER ORIENTED AND CAREER PROGRAMS

Program Name	Transfer-Oriented						Career	
	AA	AATM	AS	AFA	AES	AGS	AAS	Certificate
Law Enforcement	X						X	
Liberal Arts	X							
Literature	X							
Logistics (SCM)								X
Maintenance Technology							X	
Magnetic Resonance Imaging (MRI) (RAD)								X
Maintenance Mechanic I *(formerly Basic Maintenance)*								X
Maintenance Mechanic II *(formerly Commercial Maintenance)*								X
Mammography (RAD)								X
Manufacturing Production (MFT)								X
E-Marketing								X
Mass Communication	X							
Massage Therapy Assistant								X
Mathematics			X					
Mechatronics (ELT)								X
Medical Assistant								X
Medical Coding (HIT)								X
Medical Corpsman to Practical Nurse (NUR)								X
Medical Receptionist (MOA)								X
Music--Music Emphasis				X				
Music Education				X				
Nursing			X				X	
Paralegal Studies							X	X
Paramedic								X
Paraprofessional Educator							X	X
Personal Training (KIN)								X
Perspective and Rendering (IND)								X
Philosophy	X							
Phlebotomy								X
Physical Therapy Assistant							X	
Physics			X					
Political Science	X							
Practical Nursing								X
Private Security (LEJ)								X
Procurement (SCM)								X
Professional Accounting--CPA Preparation (ACC)								X
Psychology	X							
Public Dispatcher (EMG)								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
Social Commerce and Sales (MKT) (was Sales Management)					.			X
Secondary Education	X							
Sociology	X							
Special Education	X							
Speech Communication	X							
Supervisory Maintenance								X
Supply Chain Management								X

ACADEMIC TRANSFER ORIENTED AND CAREER PROGRAMS

Program Name	AA	AATM	AS	AFA	AES	AGS		AAS	Certificate
	spanning Transfer-Oriented							Career	
Surgical Technology								X	
Tax Accounting Assistant (ACC)									X
TESOL (Teaching English to Speakers of Other Languages)									X
Textiles (FAS)									X
Theatre Arts	X								
Web Development								X	X
Web Design and Interactive Media								X	X
Welding Technology								X	
Welding Fabrication									X
World Languages	X								
*Program for adult students									
Highlighted=new/changed for Fall 2019									

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 ABEIASE programs (associate degree credit and certificate credit). It also includes all equipment, materials, supplies, and costs that are necessary to implement the instructional.

Operation & Maintenance of Plant
Consists of housekeeping activities necessary in order to keep the physical facilities open and ready to use. Maintenance of plant consists of those activities necessary to keep the grounds, buildings, and equipment operating efficiently. This function also provides for campus security and plant utilities as well as equipment, materials, supplies, and costs that are necessary to support this function.

Public Service
The public service function includes the services provided to the general community, governmental agencies, and business and industry for non-credit community education and community service activities. Community education focuses on the individual participant and, thus, requires an individual registration and class completion record-keeping procedure. Community education includes non-credit short courses, professional review classes, workshops, and seminars that provide an educational service to the residents of the community. Community service is a structured activity that provides a beneficial service to the public. Community service focuses on group participation and, thus, does not require an individual

registration and completion record-keeping procedure. Community service includes college-sponsored seminars, workshops, forums, lecture series, cultural exhibits and events and consulting services provided through college-operated institutes and centers. (See ICCB Rule 1501.301.)

Scholarships, Student Grants, and Waivers
This category includes activities in the form of grants to students, prizes and awards, chargebacks, and aid to students in the form of state-mandated and institutional tuition and fee waivers. Employees/family tuition waivers are not included in this category.

Student Services
The student services function provides assistance in the areas of financial aid, admissions and records, health, placement, testing, counseling, and student activities. It includes all equipment, materials, supplies and costs that are necessary to support this function.

Professional Development
Monies budgeted and set aside to promote the professional development of individual staff and faculty members. Included within the scope of this allowance are travel, professional dues, course work, conferences, seminars, developmental materials and equipment.

Property Tax
Compulsory charges levied on real property by the College district for the purpose of funding College operation.

Provision for Contingency (see Object)

Public Service (see Program)

Revenues
Sources of income financing the operations of the College.

Federal Government – Revenues from all agencies of the federal government and pass-through agencies including Department of Education grants and certain grants administered by ISBE and IDHS as a pass-through agencies.

Local Government – Revenues from district taxes (property taxes), chargebacks, and from all governmental agencies below the state level.

Other Sources – Revenues include sales and services fees from cafeteria, bookstore, customized training; investment revenue; facilities revenue, and miscellaneous.

State Government – Revenues from all state governmental agencies, including ICCB operating and other restricted grants, ISBE grants, Department of Veterans Affairs, and Illinois Student Assistance Commission.

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

Tuition and Fees - Revenues to the College assessed against students for educational and general purposes. Tuition may be charged on a per course or per credit hour basis. Fees include those costs not covered by tuition, such as activity fees, application fees, registration fees, and laboratory fees.

Salaries (see Object)

State Appropriations (include supplemental appropriations)
Revenue to the College derived from a formula established by the State of Illinois.

State Government (see Revenues)

Student Services (see Program)

Target budget
Desirable expenditure levels provided to departments in developing the coming year's budget.

Tax Increment Financing (TIF) Illinois
A governmental body established by the State of Illinois to receive and disburse tax dollars generated as a result of the increase in valuation caused by property improvement and rehabilitation within the College district.

Transfers (see Object)

Travel and Meeting (see Object)

Tuition and Fees (see Revenue)

Utilities (see Object)

Acronyms
AA	Associate in Arts
AACC	American Association of Community Colleges
AAS	Associate in Applied Science
AATM	Associate in Arts in Teaching Secondary Mathematics
ACA	Affordable Care Act
ACE	American Council on Education
ACT	American College Testing
ACUPCC	American College & University Presidents' Climate Commitment
ADA	Americans with Disabilities Act
ADS	Access and Disability Services
AED	Adult Education Development
AEE	Adult Education and Engagement
AES	Associate in Engineering Science
AFA	Associate in Fine Arts
AGS	Associate in General Studies
ALEKS	Assessment and Learning in Knowledge Spaces
AS	Associate in Science

AtD	Achieving the Dream
BIT	Behavioral Intervention Plan
BTU	British thermal unit
CAFÉ	Center for Adjunct Faculty Engagement
CCRC	Community College Research Center
CCSS	Common Core State Standards
CCSSE	Community College Survey of Student Engagement
CDB	Capital Development Board
CE	Continuing Education
COMPASS	College Placement Tests
CPI	Consumer Price Index
CPI-U	Consumer Price Index - Urban
CPPRT	Corporate Personal Property Replacement Tax
CTE	Career & Technical Education
CUSD	Community Unit School District
CVA	Cultural Values Assessment
DBI	Dashboard Information
DCEO	Department of Commerce and Economic Opportunity
DOL	Department of Labor
EAV	Equalized Assessed Value
E.L.I.T.E.	Engagement and Leadership Initiative to Transition Effectively
EMS	Energy Management System
EOP	Emergency Operation Plan
ERP	Enterprise Resource Planning
ESL	English as a Second Language
ETIP	Employer Training Investment Program
EVP	Executive Vice President
FAFSA	Free Application for Federal Student Aid
FERPA	Family Educational Rights and Privacy Act
FTE	Full Time Equivalent
FTIC	First Time in College
FY	Fiscal Year
FYS	First Year Seminar
GASB	Government Accounting Standards Board
GED	General Educational Development
GFOA	Government Finance Officers Association
GPA	Grade Point Average
HARTE	Harper Academy for Research and Teaching Excellence
HEAT	Harper Early Alert Team
HCPD	Harper College Police Department
HLC	Higher Learning Commission
HLI	Harper Leadership Institute
HPC	Harper Professional Center
HLCC	Harper Learning and Career Center
HSD	High School District
HSGP	Homeland Security Grant Program
IBHE	Illinois Board of Higher Education
ICCB	Illinois Community College Board
ICCCA	Illinois Council of Community College Administrators
ICOPS	Illinois Council of Police

IDES	Illinois Department of Employment Security
IDHS	Illinois Department of Human Services
IDOT	Illinois Department of Transportation
IEA/NEA	Illinois Education Association
IEM	Institutional Effectiveness Measures
INAM	Illinois Network for Advanced Manufacturing
IPC	Institutional Planning Committee
IPEDS	Integrated Postsecondary Education Data System
ISAC	Illinois Student Assistance Commission
ISBE	Illinois State Board of Education
IT	Information Technology
LQ	Location Quotient
MAP	Monetary Award Program
MSA	Metropolitan Statistical Area
MOOC	Massive Open Online Courses
NACADA	National Academic Advising Association
NCRC	National Career Readiness Certification
NCCBP	National Community College Benchmark Project
NEC	Northeast Center
NECSS	Northwest Educational Council for Student Success
NJCAA	National Junior College Athletics Association
NSF	National Science Foundation
OSHA	Occupational Safety & Health Administration
OMD	One Million Degrees
PSAE	Prairie State Achievement Exam
PTAB	Property Tax Appeal Board
PTELL	Property Tax Extension Limitation Law
RAMP	Resource Allocation Management Program
REACH	Retention Efforts for Academic Completion at Harper
RFL	Resources for Learning
RFP	Request for Proposal
RVS	Reimbursable Vocational Services
SCUP	Society for College and University Planning
SIS	Student Information System
SURS	State University Retirement System
SWOT	Strengths, Weaknesses, Opportunities, Threats
TAACCCT	Trade Adjustment Assistance Community College and Career Training
WCA	Wellness & Campus Activities