

2016-2017 Annual Outcomes Report

Goal: Curriculum and Instruction

Evaluate curriculum and assess outcomes to provide optimal and diverse educational opportunities for Harper students.

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

Goal targets	Status/Progress
Implement a process for quality assurance in online/blended courses.	In Progress – On Target. Collaborated with the Academy for Teaching Excellence and Academic Standards Committee to develop new procedures for online course review, which are being incorporated into courses taught by both full-time and adjunct instructors. Supported Blackboard upgrade to include accessible lecture-capture technology. Worked with administration and full-time faculty to require faculty to post syllabi on Blackboard.
Provide a program to support faculty intervention in student course retention.	In Progress – On Target. Conducted a research project with adjunct faculty to determine best practices at Harper for retaining students within courses.
Identify 2-3 high-impact teaching practices effective across disciplines.	Target Achieved. Identified nine high-impact teaching practices that can be implemented across a variety of disciplines.
Accomplishments for FY2017:	
<ul style="list-style-type: none"> • Collaborated with key stakeholders from various campus groups in targeting interventions to improve course retention in 0-15 courses. • Supported faculty and instructional designer attendance at the Online Learning Consortium Accelerate Conference. • Examined current use of Blackboard and proposed initial expectations for usage in all Harper courses to faculty and administration. • Identified nine high-impact practices and began research regarding use of these practices in the context of specific disciplines, rather than as generalized pedagogy. 	