

## 2018-2019 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.	<p><b>Achieved.</b> Collaborated with the Academy for Teaching Excellence and Academic Standards Committee to implement a process for quality assurance in online/blended courses. In FY2019, 22 courses (60 sections) were reviewed using the course design rubric, approximately 14% of online courses. Additionally, 56 new online faculty were certified by completing a Teaching Online Successfully course. In total, 84 faculty completed the course in FY2019.</p> <p>Continuing work is occurring through the Academy for Teaching Excellence and includes professional development for new distance education faculty and the ongoing course design review cycle.</p>
Provide a program to support faculty intervention in student course retention.	<p><b>Achieved.</b> Supported 48 faculty members in implementing classroom changes designed to increase course retention through adoption of one research-based strategy from the “4 Connections” (interacting with students by name, checking in regularly, scheduling one-on-one meetings, and practicing paradox). Faculty perceptions of their own self-efficacy were impacted positively by this initiative. Additionally, student withdrawal rates were 11% lower in courses taught by faculty who participated in this initiative (24% versus 13%).</p> <p>Continuing work is occurring through the Academy for Teaching Excellence as the “4 Connections” have been embedded into orientation for new adjunct faculty as well as in workshops for all faculty.</p>
Identify 2-3 high-impact teaching practices effective across disciplines.	<p><b>Achieved.</b> Identified ten high-impact teaching practices that can be implemented across a variety of disciplines in FY2017.</p>
Implement course-level changes in select 0-15 courses.	<p><b>Partially Achieved.</b> Awarded one grant to support curriculum development for the ENG101 ALP course. Impacted sections include those taught by seven adjunct faculty and two full-time faculty. Involvement was limited to one 0-15 course, which did not meet the target of greater involvement.</p>

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### Goal: Curriculum and Instruction (continued)

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

<p>Implement Action Research professional development opportunities for faculty by June 2019.</p>	<p><b>Achieved.</b> Implemented two online courses on Action Research with a total of 27 faculty participating. The courses were led by two faculty coaches and focused on examining classroom practices and student behaviors relevant to students' success. As part of this work, six participants from the Action Research course were able to attend a Lilly conference entitled <i>Evidence-based Teaching and Learning</i>. Upon returning from the conference, the attendees hosted a brown bag seminar for faculty and deans to share what was learned in connection to current or potential future Action Research projects/topics.</p> <p>Results of a post-survey in each course indicate that 67% of faculty learned a lot about conducting Action Research and an additional 38% learned a moderate amount. When asked if they would be interested in doing a longer more in-depth Action Research project, 40% indicated yes and an additional 35% indicated maybe.</p> <p>Action Research work will continue through the Academy for Teaching Excellence and graduate equivalency courses in Action Research are scheduled for fall 2019 and spring 2020.</p>
<p>Implement Open Educational Resources (OER) pilot with at least ten faculty members by June 2019.</p>	<p><b>Achieved.</b> OER Transformation grants were developed and awarded to faculty who committed to using OER for a minimum of three consecutive semesters. The grant supports faculty efforts to reduce the costs associated with textbooks and course materials while maintaining high quality course design and instruction.</p> <p>In spring 2019, 20 faculty implemented OER/no-cost/low-cost course materials in 36 sections, impacting 877 students. It is anticipated that fall 2019 implementation will double these numbers and an additional \$75,000 has been allocated to continue offering OER Transformation grants in FY2020.</p> <p>Early impact on students include:</p> <ul style="list-style-type: none"> <li>• Estimated student savings in spring 2019 was between \$45,000- \$70,000</li> <li>• Total grant investment for spring 2019 was \$27,000.</li> <li>• Success rate for spring 2019 OER pilot sections was 73.8%, exceeding the 70.3% success rate for comparable spring and fall 2018 sections.</li> <li>• 50.9% of students rated the quality of OER course materials as slightly higher or much higher than non-OER courses.</li> </ul>

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### Goal: Curriculum and Instruction (continued)

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

### Accomplishments for FY2019:

Certified 56 new online instructors through completion of the Teaching Online Successfully course. In total, 84 faculty completed the course.

Reviewed 60 online course sections in year two of the Course Design Review (CDR) plan. In total, 25% of all distance education sections have been reviewed.

Increased success rates in courses that underwent CDR by 8-11% in the two semesters after the review, as compared to the two semesters prior to the review.

In spring 2019, 20 faculty implemented OER/no-cost/low-cost course materials in 36 sections, impacting 877 students. Estimated student savings in spring 2019 was between \$45,000- \$70,000.

Implemented Action Research graduate equivalency courses in FY2019 with 27 faculty completing the course. Of those faculty, 15 completed and shared a virtual poster through the Academy for Teaching Excellence website.