

<b>Career &amp; Technical Education FY26</b>				
College Name:	<b>Harper College</b>			
Academic Years Reviewed:	<b>FY21 – FY25</b>			
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
<p>Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.</p>				
<p><b>Program Outcomes</b>            What are the program's outcomes?              (i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)</p>	<p>Please include program outcomes located in the <a href="#">College Catalog</a>. This is a great time to evaluate these and update as necessary.</p> <p>Assessment resources are available in the Program Review Teams site and on <a href="#">HIP</a>.</p> <p>If you make changes to the program outcomes, please submit changes to the Curriculum Committee.</p>			
<p><b>To what extent are outcomes being achieved?</b> Please detail how achievement of program objectives is being assessed and measured.            How do you know if and how outcomes are being achieved?              (This includes student learning outcomes assessment, employment rates of graduates, passing exam/licensure rates, etc.)</p>	<p>Are program learning outcomes assessed on a cyclical basis or other, please explain. Course and program learning outcomes assessment is facilitated by Harper's Program for Outcomes Assessment. <a href="#">Accountability at Harper College: Harper College</a></p> <p>Add how else you measure objectives listed above (employment rates, licensure rates, etc.)</p> <p>Near the end of this review, you will be asked "if program outcomes are not being met, what action steps will be taken to achieve program outcomes". Continue completing review and take into consideration other findings to answer this question at the end.</p>			

<p><b>Prior Review Update</b> Describe any quality improvements or modifications made since the last program review.</p>	<p>Reflect on the progress and modifications made since the last review and provide a narrative summary of the updates over the past five years. The program review goal section at the end of the report includes a Past Program Review Action question. Past goals have been included for the program and can be helpful for this response. Also include other improvements and / or modifications made that may not have been included in the annual goals.</p>
<p><b>Review Team</b> Please identify the names and titles of faculty and staff who were major participants in the review of this program.  Also describe their role or engagement in this process.</p>	<p>Please ensure that you form a Review Team and that all team members have a chance to review. Please include their names and roles in creating the Program Review.</p>
<p><b>Stakeholder Engagement</b> Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)  Also describe their role or engagement in this process.</p>	<p>Please include names &amp; roles/engagement of Stakeholders in creating the Program Review (e.g., Advisory Committee, Provost, Associate Provost of Curriculum and Instruction).</p>
<h3>CTE Program Review Analysis</h3> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the fields below are left empty or inadequate information is provided.</p>	
<p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	

<b>Indicator 1: Need</b>	<b>Response</b>
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	Labor Market Data to answer all questions in Indicator one is in Teams: <i>Program Review &gt; Division &gt; Discipline/Program &gt; Program Review &gt; Labor Market Data</i>
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Use the Lightcast labor market reports located in the Program Review Teams site.
1.3 What labor market information sources are utilized, and how often are LMI data	Harper College uses Lightcast Labor Market Data to conduct regional, state, and national labor market analyses. The Lightcast report also included an analysis of the demographics of people employed in these fields, median earnings and required technical and common skills. Some programs survey graduates to collect employment

<p>reviewed?</p> <p>Does your program prepare graduates for employment opportunities that meet or exceed the local living wage?</p> <p>If yes, describe how your curriculum and industry alignment support strong post-completion outcomes.</p> <p>If not, what strategies could be implemented to improve the program's value (e.g., curriculum updates, employment pathways, stronger industry partnerships, stackable credentials)?</p>	<p>information as part of their programmatic accreditation.</p> <p>If you survey graduates and need results or would like to begin surveying graduates, contact Outcomes Assessment.</p> <p>Using the chart below, answer the living wage question. The median earnings are found in the labor market data located in the program review folder.</p> <p><b>Living Wage in Harper's District</b></p> <table border="1"> <thead> <tr> <th>Household Type</th> <th>Hourly Wage</th> </tr> </thead> <tbody> <tr> <td>1 Adult, 0 Children</td> <td>\$25.63</td> </tr> <tr> <td>1 Adult, 1 Child</td> <td>\$42.04</td> </tr> <tr> <td>1 Adult, 2 Children</td> <td>\$42.04</td> </tr> <tr> <td>1 Adult, 3 Children</td> <td>\$62.80</td> </tr> </tbody> </table>	Household Type	Hourly Wage	1 Adult, 0 Children	\$25.63	1 Adult, 1 Child	\$42.04	1 Adult, 2 Children	\$42.04	1 Adult, 3 Children	\$62.80
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<p>1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p>	<p>Students are recruited for this program in their high school, career pathway events, campus tours, and information sessions. Faculty also participate in recruiting events such as the annual Open House and the annual Experience Day.</p> <p>Please include additional ways that faculty in your program work with prospective students such as specialized programs, harper classroom visits or other recruitment events.</p>										
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>Several processes are in place to assess and implement programmatic needs and changes. Faculty collaborate closely with their deans to propose curricular changes that respond to program-specific needs.</p> <p>(Insert how the program determines needs and changes, examples include course and general education outcomes assessment, reviewing annual success data, accreditation requirements if applicable, Labor market data, national association guidelines, Program Advisory committees, etc.)</p>										

	<p>Curriculum proposals are reviewed and voted on by the faculty-led Curriculum Committee, which meets monthly. Prior to submission, originators must complete a checklist designed to encourage cross-departmental conversations and gather broader campus feedback. These discussions not only inform the proposed changes but also provide a valuable forum for evaluating programmatic needs.</p> <p>All changes must be formally approved by the faculty and may be revised based on recommendations. Final approval is granted by the Associate Provost of Curriculum and Instruction, who serves as the ex-officio member of the Curriculum Committee and is the college's Accreditation Liaison Officer (ALO) to the Higher Learning Commission.</p>
<p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p>	<p>Review your responses to Indicator 1: Need, are there any actions required? Anything you list here should be specific actions. You will capture these actions again in the final section of the program review template.</p>
<p><b>Indicator 2:</b> <b>Cost Effectiveness</b></p>	<p><b>Response</b></p>
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> <li>• Costs to the institution associated with this program</li> <li>• How does the cost compare to other similar programs on campus</li> <li>• How the college is paying for</li> </ul>	<p><b>The ops manager to help enter.</b> The costs below are based on academic expenses and do not include administrator support or student services costs. Academic expenses may include:</p> <ul style="list-style-type: none"> <li>• Full-time and part-time salaries and benefits</li> <li>• Student employee allocations</li> <li>• Instructional materials</li> <li>• Equipment maintenance</li> <li>• Contractual services</li> <li>• Instructional software</li> <li>• Instructional IT services and materials</li> <li>• Advisory committee meeting expenses</li> <li>• Local travel expenses</li> </ul> <p>Costs are covered by:</p> <ul style="list-style-type: none"> <li>• Tuition and fees</li> <li>• State appropriations</li> <li>• Property revenue</li> </ul> <p><b>FY24 Comparison of annual surplus/deficit of the program to the average surplus/deficit of the division</b></p>

<p>this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.).</p> <ul style="list-style-type: none"> <li>• Revenue Analysis</li> <li>• Student to faculty ratio</li> <li>• Course/section fill rates</li> <li>• Enrollment trends</li> <li>• Credit hours earned year to year</li> <li>• Scheduling efficiency</li> </ul>	<p>Philosophy has an annual surplus of \$422,530, which is higher than the division average of \$166,826.</p> <p><b>FY25 data will be added when available.</b></p> <p><b>FY24 Comparison of program cost per FTE to the average program cost per FTE of the division</b></p> <p>Philosophy's cost per FTE is \$3,816, which is lower than the division average of \$6,487.</p> <p><b>FY25 data will be added when available.</b></p> <p><b>Faculty Head Count</b></p> <p>Full-time program faculty: 6</p> <p>Full-time from other departments: 1</p> <p>Adjunct faculty: 14</p> <p><b>Student to faculty ratio:</b> see Performance and Equity section for courses enrollments at the end of section 3.</p> <p><b>Enrollment Trends:</b> see Performance and Equity section for courses enrollments at the end of section 3.</p> <p><b>Course/section fill rates:</b> see Performance and Equity section for courses enrollments at the end of section 3.</p> <p><b>Scheduling efficiency:</b> discuss how you and your team manage scheduling to ensure efficiency in course offerings to maximize student persistence and completion and fill rates.</p>
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	
<p>2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of outside funding source? Please explain.</p>	
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p>	

<p>How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	
<p>2.5 What steps can be taken to offer curriculum more cost-effectively?</p>	<p>What is your department/program doing, if anything, to reduce costs?</p> <p>How is the department using an equity lens when considering costs of course materials or course fees?</p>
<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>This section will identify any actions for improvement over the next five years based on findings from section 2. List the resources needed and cost estimates for improvements included in planning for the next five years. Anything you list here should be specific actions. You will capture these actions again in the final section of the program review template.</p>
Indicator 3: Quality	Response
<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/teach-teaching/ competency-based education, etc.)?</p> <p>How do the success rates of each delivery system compare?</p>	<p>The College compares success rates, C or higher, by mode of instruction, where applicable. Mode of instruction may include Indicators: F2F, Flex, online, blended, clinical, independent study, and internships/practicums.</p> <p>Data is available on the <a href="#">PROGRAM REVIEW DASHBOARD</a></p>

<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	
<p>3.3 Is this program part of a <a href="#"><u>Program of Study</u></a> as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	
<p>3.4 Does this program meet the definition of a <a href="#"><u>career pathway program</u></a>? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If not, please describe if and how the college will improve the program based on the career pathway elements.</p>	

<p>3.5 What innovations that contribute to quality or academic success, have been implemented within this program, that other colleges would want to learn about?</p>	
<p>3.6 Describe dual credit implementation for this program (generally how many students, courses, participating in high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?</p>	<p>Data is available on the <a href="#">PROGRAM REVIEW DASHBOARD</a></p>
<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program?</p> <p>In what ways can these opportunities be improved?</p>	
<p>3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).</p>	
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	

3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	
<p>3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program?</p> <p>What additional professional development is needed?</p>	<p>Add any specific training your program faculty participate in. Make sure to address any pedagogical practices that are intentionally integrated into the department and program? Specific to equity (culturally responsive teaching, antibias training, anti-racism education, equity-mindedness)?</p>

3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	
3.17 What is the status of the current technology and equipment used for this program?	
3.18 What assessment methods are used to ensure student success?	<p>Include any assessment methods that are common to your program (e.g., licensure/certification rates, common assessment methodology across your program - e.g. standardized tests, problem-based learning, Program Outcomes Assessment, etc.).</p> <p>Consider how program faculty use an equity lens when developing and administering assessments and when analyzing assessment results. Do you disaggregate data? How does the department/program respond to equity gaps?</p>
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	<p>Assessment results and resulting actions are shared with advisory committee members. All annual assessment plans are posted and accessible to all X.</p> <p>Discuss any other ways in which results are shared (e.g., department and/or division meetings)</p>
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	<p>The College conducts job placement and satisfaction surveys of students who completed their program at least one year prior to the time of survey. The Office of Institutional Research conducts the institutional Follow-Up Survey of graduates annually.</p> <p>For your program, please include results from graduate follow-up survey. Data can be found in the Follow-Up Survey Dashboard. Also results from program-level graduate surveys are applicable if conducted between your program and Outcomes Assessment.</p>

3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	
3.24 How satisfied are employers in the preparation of the program's graduates?  How is employer satisfaction information collected?	<p>Employer surveys are conducted via Outcomes Assessment based on program accreditation needs.</p> <p>Information is also collected from current advisory committee members.</p> <p>Please include results from the employer satisfaction survey. Data will be posted in the data folder in Teams.</p>
3.25 What are the program's strengths?	
3.26 What are the identified or potential weaknesses of the program?	
3.27 Did the review of program quality result in any actions or modifications?  Please explain.	Considering your responds in Indicator (section) 3, are there any actions required? Anything you list here should be specific actions. You will capture these actions again in the final section of the program review template.
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.	

## Program Performance and Equity

Please complete a chart for each program and stackable certificate reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5- year longitudinal data available. Each year may represent a cohort.

**Note:** Data below reflects (1) The number of students coded in banner that officially selected this program of study, (2) program graduates, (3) students\* enrolled in all courses with the program prefix, and (4) Full-time equivalent (FTE) on all aggregated course enrollments.

Each data point should be interpreted individually; figures are not designed to be summed across categories.

\*Duplicated headcount: students may be counted multiple times if enrolled in multiple courses.

CTE Program					
CIP Code					
	FY21	FY22	FY23	FY24	FY25
Number of students enrolled in program of study.					
Number of graduates in program of study.					
Number of students enrolled in all courses in the prefix. (duplicated headcount)					
Full-Time Equivalent (FTE) for all courses in the prefix.					
What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but	Program success data was disaggregated by race/ethnicity, age and gender and Pell Status.  <a href="#">Data is available on the PROGRAM REVIEW DASHBOARD</a>				

<p>is not limited to race, ethnicity, gender, age, part-time/full-time status.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender &amp; race, special population status &amp; race, etc.)</p>	
<p>How does the data support the program goals?</p> <p>Elaborate.</p>	
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p>What disparities are evident in the course and program success data?</p> <p>Are there particular courses where students “off ramp” from the program? Which students are off ramping more?</p>
<p>What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.</p>	<p>How are these disparities connected to classroom instruction or practices? Or program practices/policies?</p> <p>How is off ramping (at what point in course sequence completion are students not progressing) connected to classroom practices and instruction? (see course data below)</p> <p>(From experience, information for this element has been provided by the Academic Division and/or the Provost Office since this is inquiring about institutional goals.)</p>
<p>Are the students served in this program representative of the total student population? Please explain.</p>	<p>How does your program's student population compare?</p> <p>Data is available on the <a href="#">PROGRAM REVIEW DASHBOARD</a></p>

Are the students served in this program representative of the district population? Please explain.	How does your program's student population compare? Data is available on the <a href="#">PROGRAM REVIEW DASHBOARD</a>
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### Course Performance and Equity

Course Title					
Course Description					
	FY21	FY22	FY23	FY24	FY25
Number of Students Enrolled					
Credit hours produced					
Success Rate (% C or better) at the end of course, excluding withdrawals and audit students					
FTE Annualized					
How does the data support the course success goals? Elaborate	Harper's student success goal is 75%				
What disaggregated data was reviewed?	Data disaggregated by age, gender, course modality, and Pell status were reviewed. Race/ethnicity were reviewed if sample sizes were over 200. Please review enrollment and success/completion rates by race/ethnicity, gender, Pell status, and course modality provided in the Microsoft Teams site.				
Were there identifiable gaps in the data please explain.	Comment on differences in enrollment and success/completion rates among the student populations and course modalities analyzed above.				

### CTE Program Review Results

Action	<input type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
Summary Rationale Please provide a brief rationale for the	

chosen action.	
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Look at each of the sections above where you already started discussing actions (sections 1.6, 2.6, 3.27, Barriers) Create a plan that covers the next five years and make sure to include a timeline including dates.
<b>Program Outcomes</b> If program outcomes are not met, what action steps will be taken to achieve program outcomes?	
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	
<b>Program Review: Annual Goals</b>	
<b>Past Program Review Action: Annual Goals</b> Indicate progress on last year's annual goals identified in the Annual Update/PAW report.  What action was reported last time the	Ops Managers to paste.

<p>program was reviewed? Were these actions completed?</p> <p>If actions goals were not met, why not? List action steps that will be taken to achieve program goals.</p>	
<p><b>Create New Program Goals</b> that address needs identified in this review (Action steps &amp; Program Outcomes Above).</p>	<p>List goals identified in this review. Some goals can be completed annually, and some goals may take longer. Progress on these goals outlined in this review will be made over the next five years and reported in the Annual Update/PAW reports annually.</p> <p>Please indicate progress on this's years Academy goal to increase student effort.</p>
<p><b>Academy Goal</b> List plans or progress made on this year's academy goal.</p>	<p>During the spring 2025 faculty retreat, faculty selected a faculty wide goal around student effort. See power point presentation in teams.</p>
<p><b>Resources Needed</b> List resources needed to implement the goals listed above.</p>	<p>Please include estimated costs, where appropriate.</p>
<p><b>Responsibility</b> Who is responsible for completing or implementing the modifications?</p>	<p>Please list all responsible people.</p>