Program Review Academic Disciplines FY26	
College Name:	**Harper College**
Academic Years Reviewed:	**FY21 - FY25**
Discipline Area:	

Review Summary	
Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	
Program Outcomes What are the outcomes of the program? (i.e., what are the program learning outcomes aligned with transfer)	Please include program transfer outcomes. This is a great time to create, evaluate, or update, as necessary. Assessment resources are available in the Program Review Teams site and on HIP. If you create or update program outcomes, please submit changes to the Curriculum Committee.
To what extent are these outcomes being achieved? Please detail how achievement of program outcomes are being measured or assessed. How do you know if and how outcomes are being achieved? (examples: graduation rates, transfer rates, assessment of student learning at the course level or program level, etc.)	Program learning outcomes are assessed on a cyclical basis. Harper's Program for Outcomes Assessment facilitates course and program learning outcomes assessment. Accountability at Harper College: Harper College Include course and program outcomes results. Also add how else you measure outcomes listed above (graduation/persistence rates, retention rates, employment rates, etc.)
Does your program enable students to transfer most or all credits into a specific bachelor's degree program in their major field of interest, without requiring significant excess credits or retaking courses? • If yes, briefly describe how your program ensures effective transfer (e.g., clear program maps, articulation agreements). • If not, what steps could be taken to improve transfer efficiency and	Review Transfer Pages and agreements to answer this question. Additional Resources can be found with advising services.

bachelor's degree attainment (e.g., developing major-specific transfer maps, strengthening partnerships with universities)?	
How does this discipline contribute to other fields and the mission of the college, including addressing the college's vision for equitable access for students?	List ways your program/discipline supports other areas of the college as well as ways in which the program is ensuring equitable access for students. Some examples include: the connection to general education outcomes (e.g., critical thinking, communication, reasoning, cultural awareness), or promoting pathways for transfer. Equitable opportunity examples include affordable materials, various modalities, targeted academic support services. Opportunities for interdisciplinary collaboration.
Prior Review Update Describe any quality improvements or modifications made since the last program review.	Reflect on progress and modifications made since the last review and provide a narrative summary of 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 annual goals have been included for the discipline 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.
Review Team 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.	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.

Review Analysis

Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the fields below are left empty or inadequate information is provided.

Indicator 1: Need	Response

1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Several processes are in place to assess and implement programmatic needs and changes for the AA, AS, AFA, and AES academic programs. Faculty collaborate closely with their deans to propose curricular changes that respond to discipline-specific needs. (Insert how the discipline determines needs and changes, examples include course and general education outcomes assessment, IAI panel reviews, reviewing annual success data, accreditation requirements if applicable, transfer partnerships, national association guidelines etc.) Each academic division includes a designated student advisor to collect student feedback, while the Director of College Transitions gathers input from transfer institutions. Faculty participation on an IAI panel ensures the institution stays current with discipline updates. 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. 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.
1.2 How will students be informed or recruited for this discipline?	Students are informed and recruited for this discipline 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. Please include additional ways that faculty work with prospective students such as high school visits, programs, or other recruitment events.
1.3 What, if any, new Academic Transfer degrees/major options have been added/deleted to the college's	During the last review period, the college added a new Associate of Fine Arts (AFA) degree with an emphasis on Audio Production. This addition was determined by a combination of factors,

offerings during the last review period? What determined this action?	including student interest and feedback from faculty. The new program aims to better align course offerings with emerging career opportunities in creative and technical fields.
1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	Please list the number of courses and the courses with the largest enrollments

Indicator 2: Cost Effectiveness	Response
2.1 What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full- and part-time faculty are maintained for this discipline?)	Costs: The costs are based on academic expenses and do not include administrator support or student services costs. Academic expenses may include: • Full-time and part-time salaries and benefits • Student employee allocations • Instructional materials • Equipment maintenance • Contractual services • Instructional software • Instructional IT services and materials • Advisory committee meeting expenses • Local travel expenses Costs are covered by: • Tuition and fees • State appropriations • Property revenue **Comparison of Costs:** Out of X programs, [name of department] ranks X in cost per FTE. Annual revenue per FTE/year is $X. This results in an annual average revenue/deficit of $X per FTE. The average three-year revenue/deficit for this program is $X FT Faculty #: X Adjunct Faculty #: X (on average) *Resource: Operational Analysis* (Division Ops Manager to enter.
2.2 What steps can be taken to offer curricula more cost-effectively?	**What has your department/program done to offer curricula more cost-effectively?** (i.e., Use of OER materials, clear academic advising, use of sample transfer plans, inclusive access, scheduling, etc.) How is the department using equity lens when considering student costs, including course materials or course fees?

2.3 Is there a need for additional resources?	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.
Indicator 3: Quality	
3.1 Are there any alternative delivery methods of this discipline? (e.g., online, flexible scheduling, accelerated, team teaching, etc.)?	The program offers courses in the following alternative delivery methods: PROGRAM REVIEW DASHBOARD
3.2 If the discipline delivers a course in more than one method, does the discipline compare success rates of each delivery method? If so, how? How does the discipline and college provide support to students to ensure that they have equitable access to these different course delivery methods?	Include course disaggregated success data by mode of instruction. What criteria is used to define student success? The mode of instruction may include: F2F, Flex, online, hybrid, clinical, independent study, and internship/practicum.
3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	Tenured full-time faculty participate in a peer review process, which includes classroom observations conducted by colleagues, in accordance with the contractually negotiated faculty evaluation procedures.

Non-tenured full-time faculty are observed and evaluated annually by a committee of tenured faculty members as part of the tenure-track review process. Academic deans also conduct evaluations in support of the tenure decision-making process.

Adjunct faculty are observed by the Department Chair or an appointed full-time faculty member during their first semester at the College. Adjunct faculty are also encouraged to observe classes taught by full-time faculty and to engage in professional discussions regarding effective teaching practices. Additionally, anonymous student surveys (opinionnaires) are administered to evaluate adjunct faculty performance.

All faculty members review student opinionnaire surveys as a form of self-assessment, using the feedback to identify instructional strengths and to recognize areas for improvement in assignments, course delivery, and student engagement. |

3.4 What professional development is offered for full- and/or part-time faculty in this discipline? Is all professional development offered to both full-time and adjunct faculty?	The Academy for Teaching Excellence leads the institution's efforts to support both full-time and part-time faculty through inclusive, high-impact professional development. The Academy offers a wide range of opportunities, including workshops, graduate equivalency course teaching series, equity-focused initiatives, and online training modules—designed to enhance teaching effectiveness and promote student success across all modalities. Key programs such as the Equity Teaching Academy, the Teaching Online Successfully courses, and workshops related to generative AI and neurodiversity reflect a strategic focus on innovation, accessibility, and inclusive pedagogy.

All professional development opportunities provided by the Academy are available to both full-time and adjunct faculty, reinforcing the College's commitment to equity in faculty support. Whether through structured orientations, self-paced online resources, or collaborative learning opportunities via communities of practice, the Academy ensures that every faculty member has access to tools and experiences that foster continuous improvement in teaching and learning.

The College provides professional development funds for faculty to attend professional conferences, participate in professional organizations, and engage in graduate work. Faculty may also use their funds for technology purchases. Faculty can apply credits earned from professional learning opportunities toward their promotion and tenure pathways.

Add anything else that your department does to offer professional development for faculty. Make sure to address any pedagogical practices that are intentionally integrated into the department and program? Specific to equity and access (culturally responsive teaching, antibias training, anti-racism education, equity-mindedness)?

Examples may include new faculty orientation and training at the time of their hire (offered Fall & Spring semesters), Academy for Teaching Excellence professional development opportunities (list examples). Full-time faculty also attend a New Faculty Seminar in the fall term. |

3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	Panel Membership List | iTransfer
3.6 How does the discipline identify and support "at-risk" students? What supports are available to these students and how are students made aware of these supports?	If applicable, list any program/department support offered. If appliable, list any program/department partnerships with any of the College's support services.
3.7 To what extent is the discipline integrated with other instructional programs and services?	How are student support services mapped in programs/courses (Academic Support Center, library, Job Placement Resource Center, Hawks Care, etc.)? Has the department identified services used by students in their courses and which students? Has the department identified services that would be most beneficial to students in their courses?
3.8 What does the discipline or department review when developing or modifying curriculum?	When responding to this question, also consider and describe how your department faculty use an equity lens when developing or modifying curriculum?
3.9 When a course has low retention and/or success rates, what is the process to address these issues? Are data reviewed to determine if one student population is disproportionately affecting course success rates? If so, how does the college address these disparities?	Clearly list course rates of success disaggregated by race, mode of instruction, gender, and age. [If applicable, explain any disparities which are evident. [describe course performance and equity] Explain how these disparities may be connected to classroom practices and instruction. List and describe pedagogical practices which are intentionally integrated into the department and the program. Equity examples may include culturally responsive teaching, anti-bias training, anti-racism education, equity-mindedness. List all which are applicable. Response may also include an explanation of review results which may inform the course revisions that will impact Pre-majors / Pathways. Please review and assess each course with low retention and/or success rates.
3.10 How does the college determine student success in this discipline?	Methods for determining student success include using our Institutional Effectiveness Measures (IEMs), our Path to Success and SOAR Frameworks where we measure credit hour accumulation, course success outcomes (75%), development of an academic plan, meetings with academic advisors, persistence

	and retention, transfer and/or completion, and gainful employment. We also measure student success based on our Community College Student Survey of Engagement (CCSSE) benchmarks – a measure of student experience and engagement with the college.
3.11 Did the review of quality result in any actions or modifications? Please explain.	This section will identify any actions for improvement over the next five years based on the findings from section 3. Anything you list here should be specific actions. You will capture these actions again in the **course review section** of the program review template. (below)–Modifications should also be added to your yearly goals in the final template section.

(3.11 cont'd) List any barriers encountered while implementing the discipline.

Performance and Equity
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	This table and associated questions must be completed for each course. Templates to be created by Academy and Data to be entered by Ops managers.				
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 the course, excluding Withdrawals and Audit students					

Full-time Equivalent (FTE) Annualized					
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	To be completed by C&I				
How does the data support the course success goals? Elaborate.	Harper's course success goal is 75%				
What disaggregated data was reviewed?	Data was disaggregated by age, gender, course modality, race/ethnicity and Pell status. Please review enrollment and success/completion rates by race/ethnicity, gender, Pell status, and course modality.				
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.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Look at each of the sections above where you have already started discussing actions (sections 2.2, 2.3, 3.11, Barriers) Plan should cover the next five years and should include both timeline and resources needed *for each* goal/activity stated.
Summary Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Summarize findings from this review. Consider Indicators 1: Need, 2: Cost Effectiveness 3: Quality collectively.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Refer to and provide analysis of performance and equity tables.

Program Review: Annual Goals

Past Program Review Action: Program Annual Goals Indicate progress on last year's annual goals identified in the Annual Update/PAW report. If program goals are not met, what action steps will	Previous goals from Annual Updates/PAWs are listed. Ops managers will enter annual goals from last PAW/Annual Update.

be taken to achieve program goals?	
Create New Discipline Goals that address needs identified in this review (see summary rationale and action steps).	List goals identified by needs 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. Please indicate progress on this's years Teaching and Learning goal to increase student effort.
Resources and Support Needed: List/describe resources needed to implement the goals listed above and other needs to sustain improvements to your program. (Example: Tutoring, advising, professional development)	Please include estimated costs, where appropriate.
Responsibility Who is responsible for completing or implementing the modifications?	Please list all responsible people.