

# **Progress Report on Outcomes Assessment**

Submitted to the  
Higher Learning Commission  
of the North Central Association of  
Colleges and Schools

**May 2010**



Harper College

**GoForward**<sup>®</sup>



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The Higher Learning Commission of the North Central Association of Colleges and Schools in the *Report of a Comprehensive Evaluation Visit* dated December 2007 indicated that evidence of an outcomes assessment culture at Harper College would require a Commission follow-up. This document is a response to the recommendation that a progress report on assessment of student academic achievement, which outlines the progress made in outcomes assessment, be submitted to the Commission by May 30, 2010. The recommendation for this report was based on Commission concerns about the long-term sustainability of the College's assessment efforts. This report addresses these concerns and outlines the progress made in documenting and sustaining Harper College's outcomes assessment processes according to the six items identified by the 2007 visiting team.

1. A charter and scope of work for the standing assessment committee that outlines the timelines, goals and the specific activities to be accomplished by the committee.
2. An organizational chart that includes the division and department of the College that provides oversight of the assessment initiative, including the co-chairs and the committee members, to assure broad representation from all disciplines.
3. The complete list of learning outcomes of the transfer and career programs and a summary of the documents from which students, faculty and community members can access and review the outcomes.
4. The processes in place for implementing multiple assessment activities for Career Program Outcomes and General Education Outcomes, and the completion of "Column 5" for all program and transfer areas that identify results of assessment activities that have led to improvements.
5. A summary of the financial and personnel support provided to faculty for assessment activities to ensure all faculty members are involved in the assessment process.
6. Strategies that link the 5-year program review process (required by the Illinois Community College Board) to the outcomes assessment processes, so that common measures are employed to assess the acquisition of skills by the students, and to provide greater efficiency and consistency in the assessment and evaluation process.

The progress report identifies the efforts made since 2007 to institutionalize and sustain the assessment processes of Harper College. Such efforts include the following:

- Creation of a governance committee charged with supporting the outcomes assessment process at Harper College.
- Development of an Outcomes Assessment Office. This office collaborates with the entire campus community to coordinate and focus assessment activities on continuous improvement.
- Adoption of 12 General Education Learning Outcomes.
- Increased visibility of the outcomes assessment process with the development of an Institutional Effectiveness page on the Harper College Web site.

- Completion of the fifth cycle of program-level outcomes assessment with high participation rates and increased use of assessment results.
- Continued commitment to assessing General Education Learning Outcomes across the curriculum.
- Increased professional developmental support for faculty and staff regarding assessment, including hosting an Assessment Conference/Share Fair at Harper College.
- Development of an Outcomes Assessment Handbook and an Outcomes Assessment portal page which provide faculty with a variety of resources to support their assessment efforts.
- Updating the program review process to ensure a more cohesive relationship between outcomes assessment and program review.

Throughout this report the efforts to weave outcomes assessment into the fabric of the institutional culture are demonstrated. The commitment of the faculty, staff and administration to improve student success is conveyed through the investments made since the 2007 Self-Study and site visit. Further, Harper College has prioritized improving student success through active participation in the Achieving the Dream initiative. This initiative places attention on data-informed decision making that result in improvements aimed at increasing student success. Through campus-wide involvement in the outcomes assessment process and active participation in the Achieving the Dream initiative a sustainable, evidence-based culture of continuous improvement has developed at Harper College.

**A charter and scope of work for the standing assessment committee which outlines the timelines, goals and specific activities to be accomplished by the committee.**

The Institutional Outcomes Assessment Committee (IOAC) joined the governance structure of Harper College as an assembly committee in fall 2009. The purpose of this committee is to champion outcomes assessment at Harper College by promoting a culture of evidence and continuous improvement, supporting the assessment activities of the College and engaging the entire College community in the outcomes assessment process. To accomplish this purpose, the committee is dedicated to providing the College with the tools and resources to sustain outcomes assessment activities. Committee objectives include the following:

1. To engage the entire College community in a campus discussion of student learning outcomes assessment.
2. To make recommendations regarding policies, procedures and resources to support the outcomes assessment process at Harper College.
3. To develop mechanisms for using assessment data and results in the decision-making processes of the College.
4. To provide input regarding the annual assessment calendar.
5. To review the effectiveness of assessment processes including reporting and feedback.
6. To develop and sustain an institutional culture of evidence focused on improving the quality of education, student learning and administrative units.
7. To work in collaboration with the Institutional Effectiveness and Outcomes Assessment Office:
  - a. To inform the campus community on assessment initiatives, trends, activities and professional development opportunities.
  - b. To develop and implement a long-term Strategic Assessment Plan.
  - c. To support faculty in using outcomes assessment to improve student learning.
  - d. To recognize faculty, staff and departments doing exceptional work in outcomes assessment.
  - e. To assist in the interpretation of assessment data for quality improvement.
  - f. To identify gaps in assessment information.
  - g. To develop and maintain an outcomes assessment newsletter.

In September 2009, the committee held its first meeting. Initial work of this committee has focused on educating the committee members about the existing outcomes assessment processes, developing the goals and activities of the committee, drafting the HLC Progress Report and hosting an Assessment Conference. IOAC meeting minutes are located in Appendix A. The IOAC has developed the following goals and activities for the 2009-2010 academic year (see Table 1.1).

Table 1.1 – Institutional Outcomes Assessment Committee Goals and Activities

2009-2010 Goals	2009-2010 Activities	Projected Completion Date
Support college initiatives focused on continuous improvement of student learning.	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> Annual Harper College Assessment Fair. [completed]</li> <li>• Four members of the IOAC sit on the Achieving the Dream Data Team (one member), Core Team (two members) and Champion Team (one member).</li> </ul>	<b>April 2010</b> <b>Ongoing</b>
Make recommendations regarding program review documents to increase focus on assessment of student learning throughout the process.	<ul style="list-style-type: none"> <li>• Review and provide feedback regarding integration of outcomes assessment into the Academic Program Review. [completed]</li> <li>• Suggest changes to be implemented for the 2010-2011 Program Review cycle. [completed]</li> </ul>	<b>January 2010</b> <b>February 2010</b>
Support the work of the General Education Outcomes Assessment subcommittee.	<ul style="list-style-type: none"> <li>• Four members of the IOAC sit on the General Education subcommittee and ensure ongoing involvement of the IOAC in annual general education assessment projects.</li> <li>• 2009-2010 pilot project – Critical Thinking.</li> </ul>	<b>Ongoing</b> <b>May 2010</b>
Review and make recommendations regarding the purchase of new Outcomes Assessment software.	<ul style="list-style-type: none"> <li>• Form subcommittee to review three software packages: TracDat, TaskStream and WEAVEonline. [completed]</li> <li>• Make recommendation regarding purchase of new Outcomes Assessment Software. [completed]</li> </ul>	<b>December 2010</b> <b>May 2010</b>
Select Outcomes Assessment Faculty Fellows and support the work of these fellows.	<ul style="list-style-type: none"> <li>• Review applications and select two fellows. [completed]</li> <li>• Collaborate with fellows on assessment projects.</li> </ul>	<b>January 2010</b> <b>Ongoing</b>
Review annual assessment plan and timeline.	<ul style="list-style-type: none"> <li>• Share current assessment processes with committee for review. [completed]</li> </ul>	<b>September 2009</b>
Plan and hold an annual Assessment Conference and Share Fair.	<ul style="list-style-type: none"> <li>• Select keynote presenter. [completed]</li> <li>• Select session presenters/topics. [completed]</li> <li>• Recruit poster session/share fair presenters. [completed]</li> <li>• Market conference to the Harper community. [completed]</li> </ul>	<b>April 2010</b>
Collaborate with Outcomes Assessment Office and Academic Affairs to prepare HLC Progress Report.	<ul style="list-style-type: none"> <li>• Discuss report outline, review report drafts and provide feedback regarding content of the progress report. [completed]</li> </ul>	<b>March 2010</b>
Attend workshops and conferences regarding assessment.	Committee members attend: <ul style="list-style-type: none"> <li>• Assessment Institute – IUPUI. [completed]</li> <li>• IL Community College Assessment Fair. [completed]</li> <li>• HLC Annual Meeting. [completed]</li> <li>• 1st Annual Assessment Conference/Share Fair at Harper College, keynote presenter Linda Suskie. [completed]</li> </ul>	<b>October 2009</b> <b>March 2010</b> <b>April 2010</b> <b>April 2010</b>
Share assessment knowledge with campus community.	<ul style="list-style-type: none"> <li>• Create and maintain an outcomes assessment page on employee portal. [completed]</li> <li>• Plan and present an on-campus Assessment Conference/Share Fair. [completed]</li> <li>• Create and maintain an outcomes assessment newsletter.</li> </ul>	<b>September 2009</b> <b>April 2010</b> <b>May 2010</b>



**An organizational chart that includes the division and department of the College that provides oversight to the assessment activities and documentation of the leadership to the assessment initiative, including the co-chairs and the committee members, to assure broad representation from all disciplines.**

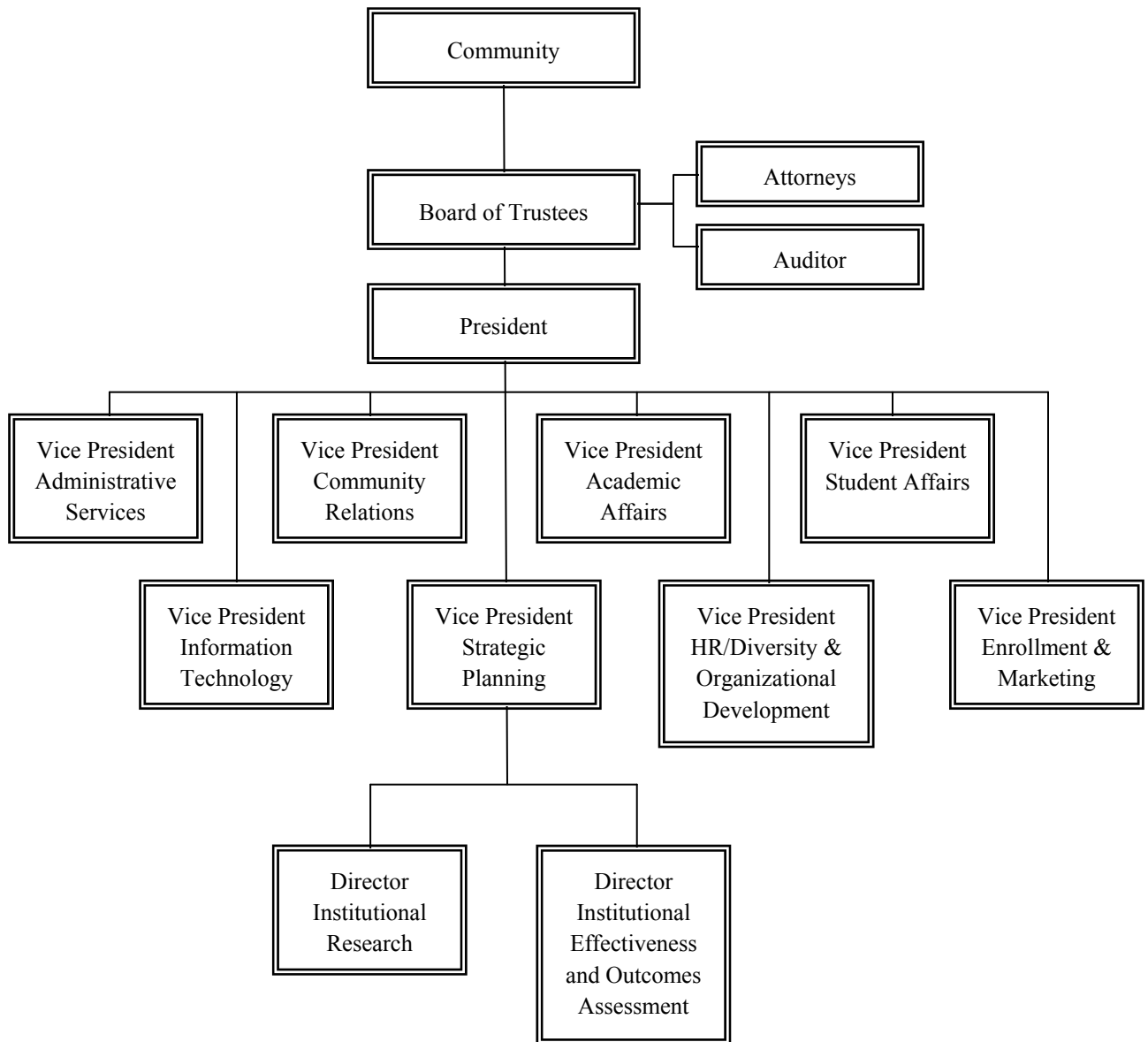
Upon completion of the Self-Study, faculty and administration at Harper College recognized the need for an office dedicated to outcomes assessment. The College's commitment to outcomes assessment had flourished since 2004, but sustaining these processes would require additional support. In early 2008, an Assessment Manager position was posted and efforts to fill this position began. A few months after the initial search, the College made the decision to change this posting to a director level position. At this level, the College anticipated attracting candidates of a higher caliber with more knowledge and experience in outcomes assessment. During the fall semester 2008, institutional changes occurred, resulting in a hold on new positions. A consultant assisted in the area of outcomes assessment until January 2009, when a Director of Institutional Effectiveness and Outcomes Assessment was hired and the Outcomes Assessment Office was established.

The mission of the Outcomes Assessment Office is to support the assessment activities of the College and promote a culture of evidence focused on the continuous improvement of student learning and institutional effectiveness. The activities that support this mission include the following:

- Working collaboratively with the academic programs and non-academic departments to support the continuous participation in assessment activities.
- Supporting the work of the Institutional Outcomes Assessment Committee.
- Encouraging the assessment of student learning outcomes as a critical part of student success.
- Encouraging assessment in non-instructional units as a commitment to continuous quality improvement.
- Coordinating campus assessment activities in collaboration with the Institutional Outcomes Assessment Committee.
- Maintaining a Web site that provides information and resources regarding assessment for the College community.
- Preparing annual outcomes assessment reports.
- Supporting activities that encourage an awareness of outcomes assessment in the College community.
- Communicating information regarding current outcomes assessment activities.
- Integrating outcomes assessment into the planning and program review activities of the College.

The Outcomes Assessment Office is part of the Strategic Planning and Alliances Division of the College. This division includes planning, institutional research, institutional effectiveness, outcomes assessment and grants. The Vice President of Strategic Planning provides oversight to the assessment activities of the College and reports to the President. The division organizational chart details this reporting structure (see Figure 2.1).

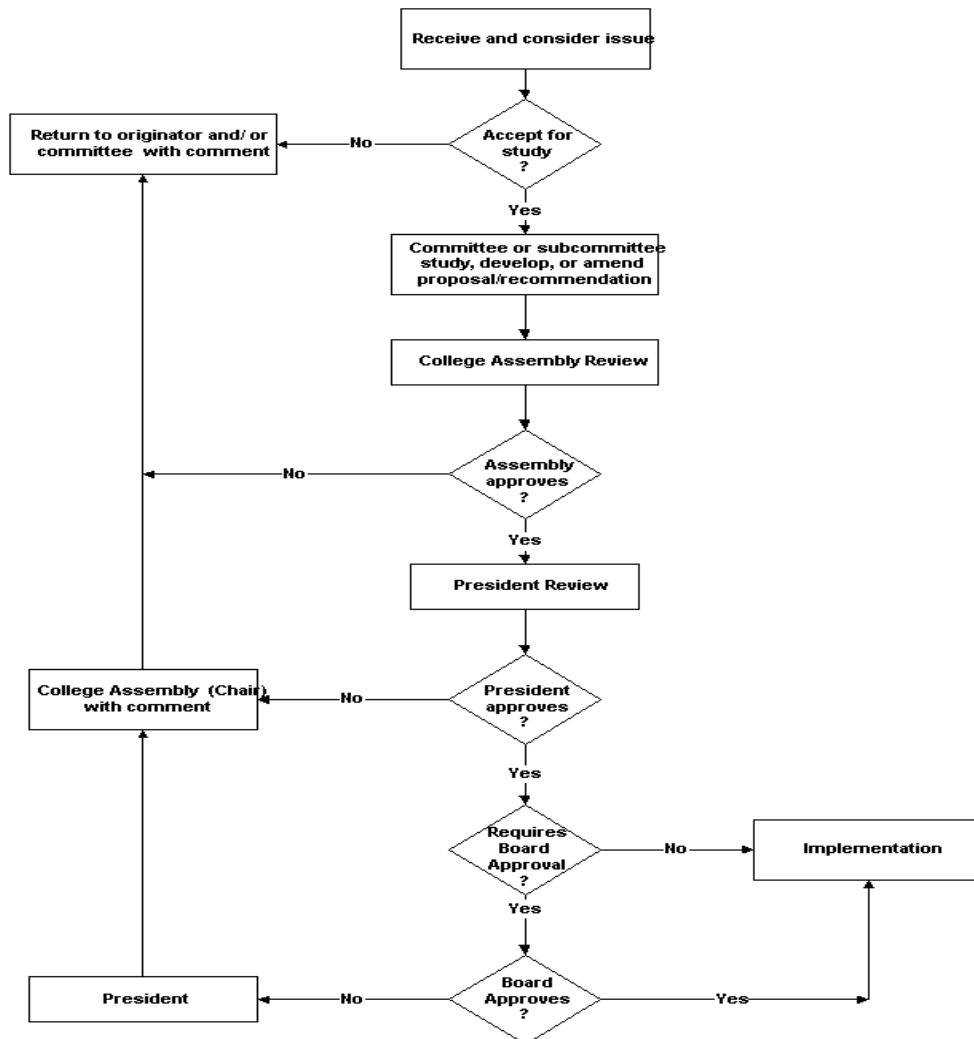
**Figure 2.1 – Organizational Chart**  
(current as of 2/1/2010)



The Outcomes Assessment Office collaborates with all constituencies across campus to develop and sustain the outcomes assessment process. Several committees and groups work diligently to not only ensure campus-wide participation in outcomes assessment, but also to focus assessment efforts on continuous improvement of student learning. These include the Institutional Outcomes Assessment Committee (IOAC), the General Education Outcomes Assessment Committee and the Career Coordinators group.

As described in Chapter one, the IOAC is part of the Harper College governance structure as an assembly committee. The College Assembly and its committees consider, prepare, review and recommend to the College President proposals related to the operational functions of the College that are of wide interest and have policy and budgetary implications (see Figure 2.2).

**Figure 2.2 – COLLEGE ASSEMBLY -- DECISION FLOW CHART**



Members of the IOAC represent a variety of disciplines and departments of the College, including general education faculty, career program faculty, student affairs faculty, professional staff, as well as administrators from student affairs, academic affairs and outcomes assessment (see Table 2.1).

Table 2.1 – Institutional Outcomes Assessment Committee (IOAC) Roster

<b>Institutional Outcomes Assessment Committee (IOAC) Roster</b>			
<b>Name</b>	<b>Term</b>	<b>Term Expires</b>	<b>Constituency</b>
Samuel Giordano	1 <sup>st</sup>	2012	Career Program Faculty (Fire Science Technology)
Patricia Bruner	1 <sup>st</sup>	2012	Career Program Faculty (Graphic Arts)
Julie Ellefson-Kuehn	1 <sup>st</sup>	2012	General Education Faculty (Chemistry)
Richard Johnson	1 <sup>st</sup>	2012	General Education Faculty (English)
Larry Lasko	1 <sup>st</sup>	2012	Student Development Faculty
Patricia Jen	1 <sup>st</sup>	2012	Professional Technical Staff
Eric Rosenthal	1 <sup>st</sup>	2012	Student Affairs Administrator
Resche Hines	By Position	By Position	Research Manager
Diana Sharp	By Position	By Position	Associate VP Academic Affairs
Sally Griffith	By Position	By Position	Assistant VP Academic Affairs
Darlene Schlenbecker	By Position	By Position	Director, Institutional Effectiveness and Outcomes Assessment
Max Custer	1 <sup>st</sup>	2012	Student

The General Education Outcomes Assessment Committee was established in 2004 to examine general education outcomes across the curriculum. Prior to that time, general education was studied in broad discipline-based groups such as science or social science. Annual cross-curricular assessment projects have been pursued since the formation of this committee. During the fall 2009, this group became a subcommittee of the shared governance committee, IOAC. Membership of this subcommittee includes wide representation of faculty from the transfer programs (see Table 2.2). In the spring 2010 additional faculty, including career program faculty, were invited to join the General Education Outcomes Assessment Committee.

Table 2.2 – General Education Outcomes Assessment Committee Roster – IOAC Subcommittee

<b>General Education Outcomes Assessment Committee Roster</b>	
Colleen Burns	Professor, Philosophy
John Clarke	Co-chairperson, Assistant Professor, Psychology
William Clark	Instructor, Mathematics
Julie Ellefson-Kuehn	Associate Professor, Chemistry
Thomas Goetz	Associate Professor, Resources for Learning
Michael Harkins	Associate Professor, History/Political Science
Mark Healy	Professor, Economics
Richard Johnson	Associate Professor, English
Sandy Kreiling	Associate Professor, Biology
Helmut Publ	Professor, Sociology
Pearl Ratunil	Assistant Professor, English
Darlene Schlenbecker	Director, Institutional Effectiveness and Outcomes Assessment
Diana Sharp	Co-chairperson, Associate Vice President Academic Affairs
Tom Stauch	Professor, Music
Joshua Sunderbruch	Associate Professor, English

Career program coordinators from across divisions meet on a monthly basis with the Assistant Vice President for Academic Affairs. These meetings allow for interaction and collaboration among faculty coordinators across disciplines (see Table 2.3). Program level outcomes assessment is a frequent topic of discussion in these meetings and the Director of Institutional Effectiveness and Outcomes Assessment attends the career coordinators meetings on a regular basis.

Table 2.3 – Career Coordinator Listing

<b>Career Program Coordinators</b>	
Jane Allendorph	Professor, Dietetic Technician
Kurt Billsten	Instructor, Maintenance Technology
David Braunschweig	Assistant Professor, Computer Information Systems
Patricia Bruner	Assistant Professor, Graphic Arts Technology
Julie D'Agostino	Instructor, Certified Nursing Assistant/Practical Nursing Certificate
Carl Dittburner	Associate Professor, Architectural Studies
Joan Fiske	Associate Professor, Sign Language Interpreting
Kathleen Foldvary	Assistant Professor, Marketing/Mass Communication
Samuel Giordano	Assistant Professor, Fire Science Technology/Emergency Mgt. Systems
Paul Guymon	Professor, Paralegal Studies
Kelly Hamontree	Assistant Professor, Cardiac Technology/Diagnostic Medical Sonography
Leslye Hess	Assistant Professor, Radiologic Technology
Kathleen Hock	Professor, Dental Hygiene
George W. Hoeltje	Associate Professor, Electronics Engineering Technology
Wayne Johnson	Assistant Professor, Law Enforcement & Justice Admin/Forensic Science
Geri Kale-Smith	Associate Professor, Health Care Office Manager/Medical Asst. Certificate
Joanne Leski	Professor, Nursing
Samuel Levenson	Assistant Professor, Nanoscience Technology
Jeannine Lombardi	Assistant Professor, Paraprofessional Educator
Wendy Mertes	Associate Professor, Early Childhood Education
Jacquelyn Mott	Professor, Interior Design
Gayle Nassau-Simon	Associate Professor, Hospitality Management
John Perricone	Professor, Accounting Associate
Patricia Setlik	Professor, Management
Dominique Svarc	Instructor, Financial Services/Accounting
Cheryl Turnauer	Assistant Professor, Fashion Design
Jose A. Vital	Instructor, Refrigeration and Air Conditioning Technology

**The complete list of learning outcomes of the transfer and career programs and a summary of the documents from which students, faculty, and community members can access and review the outcomes.**

### **General Education Learning Outcomes**

The general education learning outcomes at Harper College identify the knowledge, skills and attitudes required of all educated individuals. These outcomes are achieved as a result of successful completion of any associate degree program. Selecting the current general education learning outcomes was an inclusive process. The most recent update to the general education outcomes began in 2007, when a long list of potential outcomes was generated from input by faculty members teaching in the general education areas. In order to achieve a meaningful and manageable list, in 2008 a benchmarking activity was undertaken to identify commonalities in general education outcomes across 17 community colleges. This benchmarking information was compared to the previously developed long list of potential general education outcomes. Information from this research was used by the General Education Outcomes Assessment Committee to group the long list of outcomes into five general education focus areas. Further synthesis of outcomes within the five focus areas resulted in an initial draft of 12 general education learning outcomes. In January 2009, this draft was shared with all faculty during orientation week. Faculty feedback on the proposed outcomes was solicited and used to refine the 12 outcomes. In March 2009, the General Education Outcomes Assessment Committee adopted 12 general education learning outcomes. The general education learning outcomes are grouped into five significant areas: communication, quantitative reasoning, critical thinking, technology and diversity. These outcomes are available to internal and external constituencies on the Harper College Web site and the Harper College employee portal.

The outcomes state that upon completion of a Harper College degree program, students should be able to do the following:

#### **Written and Oral Communication**

1. Communicate effectively and persuasively in writing.
2. Speak and listen publicly, in both formal and informal contexts.
3. Demonstrate appropriate selection of topic and materials, clear organization, comprehensive research, effective presentation, and the ability to adapt to audience, setting and occasion.
4. Demonstrate proficiency in academic reading by understanding, analyzing and evaluating readings from a variety of textual sources.

#### **Quantitative Reasoning**

5. Use quantitative analytical skills to process, interpret and evaluate problems.

**Critical Thinking**

6. Objectively identify and evaluate issues, positions and supporting evidence.
7. Recognize and critically examine their own viewpoints.
8. Frame ideas within a larger context.

**Technology Comprehension**

9. Identify, research and assess the credibility of and effectively use electronic sources.
10. Demonstrate proficiency in the uses of a variety of standard computer technologies and software specific to their field of study.

**Diversity and Cross-Cultural Awareness**

11. Interact respectfully with persons of diverse cultures.
12. Identify cross-cultural issues, ideologies and the contributions that people of diverse backgrounds bring to a multicultural world.

**Curriculum Mapping of General Education Learning Outcomes**

The Illinois Articulation Initiative (1996) defines the general education curriculum, including respective outcomes by discipline area (social and behavioral sciences, communication, physical and life sciences, mathematics, and Humanities and Fine Arts) for all Illinois Community Colleges. All general education courses offered at Harper College follow the Illinois Articulation Initiative (IAI) model and are approved by the IAI through a committee review process. All IAI general education courses offered at Harper College were mapped by faculty in their disciplines to the Harper College 12 general education learning outcomes during spring 2009 (see Appendix B). This mapping project was expanded in fall 2009 to have faculty in all disciplines map the 12 general education learning outcomes to all college level courses at Harper College. At the time of this report this campus-wide mapping project is near completion.

**Career Program Student Learning Outcomes**

All career programs have identified learning outcomes that clearly describe what program graduates are expected to achieve. These outcomes are measurable and describe the knowledge, skills and attitudes students develop as a result of the learning experience. Program learning outcomes are reviewed annually as an element of the outcomes assessment cycle. The complete list of all career program learning outcomes is located in Appendix C.

Increased efforts to ensure communication of the program learning outcomes to both internal and external constituencies have resulted in greater access to this information. Student learning outcomes are prominently displayed on each program page of the College Web site. Additionally, these outcomes are listed in each program's Career Planning Guide (CPG). The CPG is an information and marketing tool that defines the program curriculum, identifies the student learning outcomes and describes career opportunities (see Appendix D). In addition to



paper copy distribution, once updated for the 2010-2011 academic year, these guides will be posted on the program pages of the Harper College Web site and on the Outcomes Assessment page of the employee portal.

### **Curriculum Mapping of Career Program Learning Outcomes**

Student learning outcomes are also located on each program's curriculum map (see Appendix E). During the 2008-2009 academic year, career program coordinators participated in a curriculum mapping workshop and mapped their student learning outcomes to their curricula. This process affirmed the relationship between the components of the curricula and the intended student learning outcomes. The completed maps indicate that program curricula support achievement of the student learning outcomes. Through participation in the curriculum mapping process, program faculty support outcomes assessment by identifying where in their curriculum each outcome is assessed. Each program's curriculum map can be found on the Outcomes Assessment page of the employee portal.



**The process in place for implementing multiple assessment activities for Career Program outcomes and General Education outcomes, and the completion of “Column Five” for all programs and transfer areas that identify results of assessment activities that have led to improvements.**

Outcomes assessment at Harper College is the process of collecting, analyzing and using data about student learning to focus institutional efforts on improving student achievement and the learning experience. Assessment at Harper is based on the following principles:

- The most effective assessment processes are faculty driven.
- Assessment is an ongoing process that leads to change and improvement.
- Assessment is never perfect.
- Academic freedom can be maintained while engaged in assessment.
- Assessment is not a task solely performed as a requirement of accrediting agencies; the reason for assessment is improvement.
- Assessment is not linked to faculty evaluation and results will not be used punitively.
- The use of data to support change leads to the most meaningful improvements.
- Course-embedded assessment is the most effective authentic method of conducting assessment.
- Assessment raises as many questions as it answers.
- Assessment focuses the attention of the College on continuous quality improvement.

The Nichols five-column model of assessment has been adopted by Harper College. This model organizes the assessment process by guiding programs through the process of developing an assessment plan, collecting evidence of student learning, communicating results and developing data-based action plans focused on continuous improvement. The five columns represent the following:

- Identifying the program mission (Column 1)
- Defining learning outcomes (Column 2)
- Selecting assessment measures and establishing the criteria for success (Column 3)
- Implementation and data collection (Column 4)
- Using assessment results to improve student learning (Column 5)

Academic program assessment follows an annual cycle in which the plan for assessment is developed during the fall semester, the assessment is conducted during the spring semester and assessment results and improvement plans are completed upon return the following fall semester (see Table 4.1).

Table 4.1 – Assessment Timeline

<b>OUTCOMES ASSESSMENT TIMELINE – ACADEMIC PROGRAMS</b>		
<b>PLANNING</b>  ✓ <b>Column 1</b> Mission Statement ✓ <b>Column 2</b> Student Learning Outcomes ✓ <b>Column 3</b> Means of Assessment and Criteria for Success	Early October to mid-December	Coordinators meet with Outcomes Assessment Office to review findings and initiatives from previous cycle and discuss interventions and resources needed to initiate changes. Initial planning for current cycle.
	End of December	Coordinators submit Assessment Plan (columns 1-3) in eTree Outcomes Tool. Assessment plan includes mission statement, learning outcomes, means of assessment and criteria for success.  Plan for assessment shared with the program faculty.
<b>IMPLEMENTATION</b>	Mid-January to mid-May	Program coordinators and faculty implement assessment plans.
<b>ASSESSMENT</b>  ✓ Collect, analyze and interpret data  ✓ <b>Column 4</b> Summary of Data Collected ✓ <b>Column 5</b> Use of Results	Mid January to mid-May	Data collection throughout academic semester.
	May to September	Analysis of assessment data by program coordinators and faculty. Data collected is analyzed to identify trends, areas for improvement and to generate initiatives to improve student learning.
	September to early October	Coordinators enter data and use of results (columns 4-5) in eTree Outcomes Tool. Columns 1-5 completed.
<b>CLOSING THE LOOP</b>  ✓ Initiate appropriate changes ✓ Report findings to appropriate constituents	Early October to mid-December	Coordinators meet with Outcomes Assessment Office to review findings and initiatives from previous cycle and discuss interventions and resources needed to initiate changes. Initial planning for current cycle.  New assessment cycle begins. Incorporate revisions from last year.

### Career Program Outcomes Assessment

Assessment activities conducted in 2008-2009 represent the fifth complete cycle of program level outcomes assessment. Participation in the outcomes assessment process has become a sustainable part of the Harper College culture. Involved in the academic program outcomes assessment activities are all Associate of Applied Science (AAS) degrees, some certificate programs, and the developmental education and English as a Second Language programs. Analysis of the outcomes assessment process indicated that the majority of certificate programs were assessing the same students on identical outcomes as the corresponding AAS. In order to reduce this overlap, certificate programs are required to participate in the outcomes assessment process only if they contain a minimum of 30 credit hours and offer coursework that differs from the corresponding AAS program. This criterion differs from that represented in the 2007 Self-Study which included all certificate programs with 30 or more credit hours.

During the 2008-2009 academic year the total number of academic programs involved in outcomes assessment was 43. This number represents four certificate programs, English as a Second Language, developmental English and reading, developmental math and the 36 AAS degree programs. Five of the AAS programs were unable to participate in the outcomes assessment process due to new status or low enrollment. Table 4.2 contains an analysis based on results from 38 programs.

Table 4.2 – Program Outcomes Assessment Analysis, 2008-2009 (Cycle 5)

Assessment Submissions	Number of Programs (%)
Documented Consultations	43/43 (100%)
Programs unable to assess due to new status or low enrollment	5* (these programs not included in data)
Columns 1–3 submitted	35/38 (92%)
Columns 4–5 submitted	33/38 (87%)
Results	Number of Items (%)
Outcomes process issues	9/122 (7%)
Criteria met, no further action	54/122 (44%)
Criteria met, action taken	33/122 (27%)
Criteria not met, action taken	26/122 (21%)
<b>Total Assessments</b>	<b>122/122 (100%)</b>

\* CIS – Forensics and Security; CIS – Software Development; Nanoscience Technology; Forensic Science; and Supply Chain Management

As compared with data presented in the 2007 Self-Study report, the completion rates of columns 1-5 has increased slightly from 82% to 87%. A change in the use of assessment results occurred

as faculty have become more comfortable conducting outcomes assessment. Faculty are more adept at using results to focus attention on areas where improvement is needed. This is reflected in the actions taken based on assessment results. Data from 2008-2009 indicate that 48% (59/122) of assessment results were used to make improvements to course content, pedagogy or assessment methods. Interesting to note is that of these improvements, 56% (33/59) occurred even though the criteria were met. This trend was not observed in early cycles of assessment and demonstrates the commitment to using assessment results for continuous improvement. Following is a sample of the improvements made by several programs as a result of assessment findings.

### ***Architectural Technology***

Based on assessment results, the rubric to assess student's ability in using industry standard CAD software has been modified. The new rubric has increased detail and a checklist format to more accurately assess coursework reflecting student ability.

### ***Computer Information Systems-Computers in Business***

Assessment is conducted across all program outcomes through the use of certification exams. Harper College and the Computer Information Systems department contracted with MeasureUp to offer students certification practice exams as part of the program curriculum. These practice exams allow students to attain a preliminary evaluation and focus effort on improving identified areas of weakness.

### ***Department of Academic Success (Developmental English and Developmental Reading)***

To improve student achievement of the outcome "Identify the initiating incident and major and minor conflicts related to theme in a narrative," faculty development workshops are held each semester during orientation week. The purpose of these workshops is to share and emphasize best practices and teaching strategies to further develop student skills of close analysis and interpretation of texts to better prepare students for college level coursework.

### ***Diagnostic Medical Sonography***

As a result of the clinical internship assessment, students are now monitored throughout the clinical internship in order to identify those students experiencing difficulty with clinical or professional skills. Once identified, a remediation or action plan is created to aid the student in achievement of outcomes.

### ***Graphic Arts***

To increase student achievement of the outcome "Create acceptable print ready digital graphic files using industry standard preflight criteria," adjustments have been made to two courses. Students now receive another review of file preparation before submitting files on the final project in GRA 120. A review of the preflight checklist is conducted during the onset of the final project for students in GRA 220.

***Interior Design***

In an attempt to increase student achievement of the outcome “Verbally and visually communicate and justify design solutions that reflect sensitivity to client needs,” changes have been made to course content and assessment materials. Increased opportunities for oral presentations are offered across the program. A vocabulary book has been introduced in all 100-level courses to include more practice and use of design vocabulary.

***Marketing***

The use of detailed worksheets to develop marketing plans is enhancing the quality of the plans and the achievement of the outcome “Demonstrate proficiency in developing and writing an effective marketing plan.” Assessment has identified that the final plan rubric needs modification to ensure it captures the data needed and provides the student with adequate feedback.

**Completed Five-Column Assessment Plans**

As mentioned earlier, Harper College has adopted the five-column model of assessment. Following is a representative sample of completed five-column assessment plans from a variety of academic divisions. Completed five-column assessment plans for all academic programs can be found in Appendix F.

Table 4.3 – Academic Enrichment/Language Studies Division, Sample Assessment Plan

English as a Second Language – 2008-2009	
<b>Column 1: Mission</b> - To provide instruction for non-native English language learners who wish to improve their academic English language abilities and skills.	
<b>Column 2: Learning Outcome #1</b> - Students will be able to write paragraphs and essays using easily understandable sentences.	
<b>Column 3: Means of Assessment and Criteria for Success</b> Using the ESLWAT (ESL – Writing Assessment Test), at least 60% of students will have fewer than three unclear sentences. (Sp’09 – Writing V)	<b>Column 4: Summary of Data Collected</b> 35 tests (roughly 20%) were analyzed. 25/35 (71%) students had fewer than three unclear sentences. 97 unclear language errors were marked as 51/97 (52.5%) Word Usage errors, 31/97 (31.9%) Sentence Structure or Grammar errors, 9/97 (9%) Word Order errors and 6/97 (6%) other errors.
<b>Column 5: Use of Results</b> Criteria met. The area that seems to affect language clarity most is word usage. Full-time faculty will investigate how teachers address vocabulary and word choice in the writing classes. We will survey writing teachers and explore the possibility of a workshop pertaining to this issue.	
<b>Column 2: Learning Outcome #2</b> - Students will be able to read and comprehend level-appropriate reading selections.	
<b>Column 3: Means of Assessment and Criteria for Success</b> Using the G-2 Degrees of Reading Power (DRP) Exam, 60% of students will score 45 or better (out of 70). (Reading V - ESL073)	<b>Column 4: Summary of Data Collected</b> 34% of the students in daytime classes and 47% of the students in evening classes (average of 39%) scored 45 or better out of 70 on the G-2 DRP test.
<b>Column 5: Use of Results</b> Criteria not met. Faculty is evaluating DRP to determine if it is an accurate measure of ESL students' success. The following actions are being taken: Discussing with Outcomes Assessment Office ways to assess our students and possibly find a new exam and creating a survey through Office of Research about obstacles ESL students have in successfully completing ENG 101/102.	

Table 4.4 – Business and Social Science Division, Sample Assessment Plan

<b>Marketing – 2008-2009</b>	
<b>Column 1: Mission</b> - To provide educational opportunities that enable students to acquire the knowledge and skills necessary to enter a specific career.	
<b>Column 2: Learning Outcome #1</b> - Graduates of the Marketing Program will demonstrate proficiency in developing and writing an effective marketing plan.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 1.1 75% of students will receive 75 out of 100 points as defined by a rubric (marketing plan score sheet) that is completed by two marketing program advisory committee members and/or marketing faculty members in addition to the original instructor.	<b>Column 4: Summary of Data Collected</b> 1.1 80% of students received at least a 75% on the marketing plan.
<b>Column 5: Use of Results</b> 1.1 Criteria met. Continue to measure this outcome. Use of detailed worksheets to develop plans appears to be enhancing the quality of these plans. The final plan rubric still needs work to ensure it captures data needed and provides adequate student feedback.	
<b>Column 2: Learning Outcome #2</b> - Marketing Program graduates will be able to demonstrate effective oral presentation skills.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 2.1 75% of students will receive 75 out of 100 points as defined by a rubric (marketing oral presentation score sheet) that is completed by two marketing program advisory committee members and/or marketing faculty members in addition to the original instructor. Presentation scoring will be done via videotape or in person.	<b>Column 4: Summary of Data Collected</b> 2.1 82% of students received at least a 75% on marketing presentation.
<b>Column 5: Use of Results</b> 2.1 Criteria met. Continue to measure this outcome since it is critical to student and career success. Efforts to reduce student dependency on PowerPoint as a tool to just read through a presentation are needed. Instructors will be asked to incorporate some best practices in PowerPoint so that students will learn to use PowerPoint more effectively.	
<b>Column 2: Learning Outcome #3</b> - Marketing Program students will exhibit behaviors that reflect their ability to work effectively as part of a team on group projects.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 3.1 75% of the students completing a peer evaluation will rate their peers 75% or higher on ability to work effectively as part of a team.	<b>Column 4: Summary of Data Collected</b> 3.1 74% of the students rated their peers at the 75% mark or higher.
<b>Column 5: Use of Results</b> 3.1 Criteria not met. We will continue to measure this outcome. Overall, peer ratings are much higher for adult track and night students than for traditional daytime students. To further assess, multiple peer reviews will be used.	



Table 4.5 – Career and Technical Programs Division, Sample Assessment Plan

<b>Interior Design – 2008-2009</b>	
<b>Column 1: Mission</b> - To provide the first two years of baccalaureate education in the liberal and fine arts, the natural and social sciences and pre-professional curricula designed to prepare students to transfer to four-year colleges and universities.	
<b>Column 2: Learning Outcome #1</b> - Students will be able to apply the elements and principles of design in interior environments.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 1.1 Using the Physical Portfolio Rubric, 75% of students will receive a total score of 24 (scale of 6-24).	<b>Column 4: Summary of Data Collected</b> 1.1 60% (3/5) earned a score of 24 on the Physical Portfolio rubric.
<b>Column 5: Use of Results</b> 1.1 Criteria not met. Present results to adjunct faculty at next department meeting. Adjust criteria for success from the current perfect score of 24, since this is unrealistic. Modify classroom instruction to increase success rate.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 1.2 Using the Physical Portfolio Rubric, 75% of students will receive a score of 4 on each component (scale of 1-4).	<b>Column 4: Summary of Data Collected</b> 1.2 Creativity- 60% (3/5) scored 4; Catch attention- 80% (4/5) scored 4; Skill/Neatness- 100% (5/5) scored 4; Org. - 100% (5/5) scored 4; Impact-100% (5/5) scored 4; Oral Pres. - 80% (4/5) scored 4.
<b>Column 5: Use of Results</b> 1.2 Criteria met on all components except Creativity. Assessment included architecture students who are difficult to measure and not representative of the abilities of design students. In the future, only the design students will be included in this assessment. Additionally, more oral presentation will be added to increase practice of this skill.	
<b>Column 2: Learning Outcome #2</b> - Students will be able to verbally and visually communicate and justify design solutions that reflect sensitivity to client needs.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 2.1 Using the Verbal Effectiveness Rubric, 75% of students will receive an overall rating of 15(3-15 scale).	<b>Column 4: Summary of Data Collected</b> 2.1 38% (13/34) scored 15 on the Verbal Effectiveness rubric.
<b>Column 5: Use of Results</b> 2.1 Criteria not met. Use of vocabulary book has been introduced in 100-level courses in hopes of improving future classes. Increase inclusion of design vocabulary in the classroom. Present results at department faculty meeting. Criteria was set at a perfect score (15/15) and may be unrealistic.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 2.2 Using the Verbal Effectiveness Rubric, 75% of students will receive a rating of 5 on a scale of 1-5 (5=advanced, 3=developing and 1=emerging) on each of 3 components.	<b>Column 4: Summary of Data Collected</b> 2.2 Ideas - 76% of students (26/34) earned a score of 5. Introduction & Conclusion - 59% of students (20/24) earned a score of 5. Terminology - 50% of students (17/34) earned a score of 5.
<b>Column 5: Use of Results</b> 2.2 Criteria met for "Ideas". Criteria not met for Introduction & Conclusion and Terminology. Present to department faculty at upcoming meeting. Stress further use in classroom. Introduce grading rubric for faculty use.	

Table 4.6 – Health Careers Division, Sample Assessment Plan

<b>Cardiac Technology – 2008-2009</b>	
<b>Column 1: Mission</b> - To provide educational opportunities that enable students to acquire the knowledge and skills necessary to enter a specific career.	
<b>Column 2: Learning Outcome #1</b> - The graduates will have sufficient clinical knowledge to function as entry level sonographers in a clinical setting.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 1.1 90% of students will score a 75% or higher on a comprehensive case study interpretation exam administered at the end of CTE 109. Item analysis will show no more than 25% of students score below a 75% on any subcomponent.	<b>Column 4: Summary of Data Collected</b> 1.1 100% of students scored an 87.6% or higher on a comp. case study exam administered at the end of CTE 109. Item analysis determined that 0-22% of the students scored below 75% on any case study interpretation subcomponent.
<b>Column 5: Use of Results</b> 1.1 Criteria met. Will continue to monitor this outcome via the case study interpretation exam (CTE 109) to confirm validity. Will concentrate on aortic dissection and pleural effusions since 22% of students scored below a 75% in these subcomponents.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 1.2 80% of clinical internship mentors will score the students' overall and specific clinical knowledge categories at or above a 3 on a 0-4 point scale (locally developed rubric to assess internship performance at end internship summer 2009).	<b>Column 4: Summary of Data Collected</b> 1.2 100% of clinical internship mentors scored the students overall and specific clinical knowledge categories at or above a 3 on a 0-4 point rating scale on a locally developed rubric to assess internship performance at the end of internship summer 2009.
<b>Column 5: Use of Results</b> 1.2 Criteria met. Will continue to monitor this outcome via a locally developed rubric designed to assess internship performance at the end of internship summer 2010 to confirm validity.	
<b>Column 2: Learning Outcome #2</b> - The graduates will have sufficient clinical skills to function as entry level sonographers in a clinical setting.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 2.1 90% of students will score at or above a 2 (0-3 pt scale on a locally developed rubric assessing imaging skill). Students will be evaluated at the end of CTE 110 by an instructor other than the primary instructor. Item analysis - no more than 25% of students will score below 2 on any imaging subcomponent.	<b>Column 4: Summary of Data Collected</b> 2.1 100% of students scored at or above a 2 on a 0-3 point rating scale on a locally developed rubric designed to assess imaging skills. Item analysis determined that 0-22% of the students scored below a 2 on any imaging skill subcomponent.
<b>Column 5: Use of Results</b> 2.1 Criteria met. Will continue to monitor this outcome via a locally developed rubric assessing imaging skills at end of CTE110 2008 to confirm validity. Will concentrate on color flow since 22% of students scored below a 75% in this subcomponent.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 2.2 80% of clinical internship mentors will score the students overall and specific clinical skills categories at or above a 3 (0-4 point rating scale on a locally developed rubric assessing internship performance at the end of internship summer 2009).	<b>Column 4: Summary of Data Collected</b> 2.2 100% of clinical internship mentors scored the students overall and specific clinical skills categories at or above a 3 on a 0-4 point rating scale on a locally developed rubric assessing internship performance at the end of internship summer 2009.
<b>Column 5: Use of Results - 2.2</b> Criteria met. Will continue to monitor this outcome via a locally developed rubric designed to assess internship performance at the end of internship summer 2010 to confirm validity.	
<b>Column 2: Learning Outcome #3</b> - The graduates will have sufficient professional skills to function as entry level sonographers in a clinical setting.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 3.1 80% of clinical internship mentors will score students overall and specific professional skills categories at or above a 3 on a 0-4 point scale on a locally developed rubric designed to assess internship performance (Summer 2009).	<b>Column 4: Summary of Data Collected</b> 3.1 100% of clinical internship mentors scored the students overall and specific professional skills categories at or above a 3 on a 0-4 point scale on a locally developed rubric designed to assess internship performance (Summer 2009).
<b>Column 5: Use of Results</b> 3.1 Criteria met. Continue to monitor outcome via a locally developed internship performance rubric (Su '10) to confirm validity.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 3.2 90% of students will score at or above a 2 on a 0-3 point rating scale on the communication subcomponent on a locally developed rubric designed to assess imaging skills. Students will image same subject and be evaluated by lab instructor other than their primary lab instructor at the end of CTE 110.	<b>Column 4: Summary of Data Collected</b> 3.2 100% of students scored at or above a 3 on a 0-3 point rating scale on the communication subcomponent on a locally developed rubric designed to assess imaging skills.
<b>Column 5: Use of Results</b> 3.2 Criteria met. Will continue to monitor this outcome via the communication subcomponent on a locally developed rubric designed to assess imaging skills given at end of CTE 110 2009 to confirm validity. Will ensure that all instructors enter a score for the communication subcomponent.	

Table 4.7 – Liberal Arts Division, Sample Assessment Plan

<b>Sign Language Interpreting – 2008-2009</b>	
<b>Column 1: Mission</b> - To provide educational opportunities that enable students to acquire the knowledge and skills necessary to enter a specific career.	
<b>Column 2: Learning Outcome #1</b> - Perform adequate source language to target language interpretation.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 1.1 All students enrolled in the capstone course ITP 220: Interpreting Practicum will interpret a text from ASL to English with at least 70% accuracy for each criterion observed.	<b>Column 4: Summary of Data Collected</b> 1.1 Five out of five students enrolled in the capstone course ITP 220: Interpreting Practicum interpreted a text from ASL to English. The mean percentage was 86.8%, with the lowest individual score being 82%.
<b>Column 5: Use of Results</b> 1.1 Criteria met. For future students, seek to identify students at risk for not meeting this outcome. Recommend specific skill-building strategies and encourage students to set specific and measurable goals to improve in select area(s).	
<b>Column 3: Means of Assessment and Criteria for Success</b> 1.2 All students enrolled in ITP 220: Interpreting Practicum will interpret a text from English to ASL with at least 70% accuracy for each criterion observed.	<b>Column 4: Summary of Data Collected</b> 1.2 All students enrolled in ITP 220: Interpreting Practicum interpreted a text from English to ASL. The mean percentage was 83.2%, with the lowest score being 80%.
<b>Column 5: Use of Results</b> 1.2 Criteria met. For future students, seek to identify students at risk for not meeting this outcome. Recommend specific skill-building strategies and encourage students to set specific and measurable goals to improve in select area(s).	
<b>Column 2: Learning Outcome #2</b> - Demonstrate knowledge of ethical and professional standards, the RID Code of Ethics, and the NAD-RID Code of Professional Conduct. (NAD = National Assoc. of the Deaf. RID = Registry of Interpreters for the Deaf)	
<b>Column 3: Means of Assessment and Criteria for Success</b> 2.1 All students enrolled in ITP 220: Interpreting Practicum will respond to a professional situation during a live interview and provide responses which are in alignment with ethical/professional standards. Each student will score at least 70%.	<b>Column 4: Summary of Data Collected</b> 2.1 All five students enrolled in ITP 220 responded to a professional situation during a live interview and provided response which were (or were not) in alignment with ethical standards. Mean score was 76%, median/mode were 80%, lowest score was 60%.
<b>Column 5: Use of Results</b> 2.1 Criteria met. Continue to incorporate more activities and additional time for discussion of the NAD - RID Code of Professional Conduct into class time. After the live interview, provide large group feedback to students regarding their responses.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 2.2 All students enrolled in ITP 220: Interpreting Practicum will respond to multiple choice test questions and will provide responses which are in alignment with ethical and professional standards, the RID Code of Ethics and the NAD-RID CPC. Each student will score at least 70%.	<b>Column 4: Summary of Data Collected</b> 2.2 Due to extenuating circumstances this criterion was not measured during this cycle.
<b>Column 5: Use of Results</b> 2.2 N/A	
<b>Column 2: Learning Outcome #3</b> - Pass state level screening and/or national certification written exam.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 3.1 All students enrolled in ITP 220 will take the RID Sample Generalist Written Test; 75% will pass with a score of at least 65%. Mean scores from the five major content areas will be at least 65%.	<b>Column 4: Summary of Data Collected</b> 3.1 All students enrolled in ITP 220 took the RID Sample Generalist Written Test. The mean score was 76%, the median 77%. The lowest score was 63%; this is the same individual who earned 60% in 2.1.
<b>Column 5: Use of Results</b> 3.1 Criteria met. No action required.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 3.2 90% of students enrolled in ITP 220 who takes the statewide Interpreter Skills Assessment Screening written exam will pass it.	<b>Column 4: Summary of Data Collected</b> 3.2 All students enrolled in ITP 220: Interpreting Practicum took the statewide Interpreter Skills Assessment Screening Written test, all passed.
<b>Column 5: Use of Results</b> 3.2 Criteria met. No action required. Continue to coordinate with Chicago Area Interpreter Referral Service in order to administer the ISAS written exam during class time. Continue to request that CAIRS provide results to the program.	

## **General Education Outcomes Assessment**

The General Education Outcomes Assessment Committee, a sub-committee of the Institutional Outcomes Assessment Committee (IOAC), sets the agenda for the assessment of general education learning outcomes across the curriculum. Since 2007, the committee has focused its work in three areas: writing, critical thinking and mapping general education outcomes across the curriculum.

Each year, the General Education Outcomes Assessment committee focuses on at least one of the 12 general education learning outcomes. An assessment plan for the coming academic year is typically established each spring by the committee. Plans for curriculum or teaching improvements are also completed during the spring semester for implementation in the coming academic year.

### **General Education Outcomes Assessment Activities, 2007 – Present**

Based on the assessment of writing samples in 2006-2007, the committee determined that faculty needed assistance with developing writing prompts for use in essay tests. A workshop was held during the 2007 fall orientation week to provide faculty with additional assistance in developing writing prompts that result in higher level writing by students. In addition, the committee concluded that they needed additional writing samples from across the curriculum to determine if the first year results are replicable.

Based on the writing samples assessed in 2007-2008, the committee found that 79% (79/100) of students were able to manage college level control of writing and that 87% (87/100) of students used language appropriately. Given these results, the recommendation was to de-prioritize review of writing and to use the protocol to develop a more thorough investigation. The committee discussed the results and decided to focus on critical thinking skills for 2008-2009. See Appendix G for report.

The committee chose to use the California Critical Thinking Skills Test (CCTST) for analysis of critical thinking. The tests were used to collect data in the fall 2008 in courses across the curriculum. The test results were analyzed in spring 2009 and, upon detailed analysis of the test items, the committee determined that the CCTST was not an accurate measure of critical thinking as defined by the College's general education outcomes. The committee decided to pursue other critical thinking research with the goal of finding an instrument that accurately measures the general education outcomes related to critical thinking. See Appendix H for report.

For 2009-2010, the committee worked to refine the assessment of critical thinking across the curriculum. In fall 2009 committee members researched various critical thinking instruments and rubrics. A rubric, based on the SOLO taxonomy and aligned with the defined critical thinking outcomes, was selected. The committee determined that the prompt previously used to assess writing across the curriculum could be used to collect data on the critical thinking ability of students. The rubric was modified to offer a more thorough analysis of critical thinking skills.

This rubric should provide detailed assessment results that could be useful for making improvements in curriculum or teaching.

During spring semester 2010 several faculty participated in a pilot study to assess critical thinking through writing samples across the curriculum. In this pilot, the rubric would be used by faculty within a discipline looking at the writing samples as well as across disciplines. Samples are currently being collected and analyzed with the intent of completing this analysis by early May 2010. Based on information obtained, the committee plans to make any improvements needed in the research protocol and instruments. These will then be used to collect campus-wide data across the curriculum for critical thinking assessment in fall 2010. Any information about critical thinking gleaned from the pilot program will be used to suggest improvements.

As a part of their work over the past three years, the General Education Outcomes Committee has asked faculty to map the 12 general education outcomes to all courses across the curriculum. The maps will help the committee focus any needed changes in the courses and departments most closely aligned with each general education outcome. At this time, the results of prior assessments have been at or above the expected results for students. Should the committee work result in new findings, the maps will be put to use.

Although the committee has not chosen the next outcome to assess following the critical thinking research, annual assessment of a general education learning outcome is an agenda that will engage the committee for many years to come. The committee will continue to focus on outcomes and work with faculty across the curriculum to make improvements in teaching and curriculum related to general education outcomes at the College.

### **Assessing the Assessment Process**

The current assessment practices and processes have been in place since 2004. With the development of an Outcomes Assessment Office and the Institutional Outcomes Assessment Committee comes the opportunity to review and evaluate the effectiveness of these activities. The IOAC is charged with reviewing the effectiveness of assessment processes including reporting and feedback. During the 2010-2011 academic year, the committee will focus its efforts on evaluating the current assessment processes.

In January 2010, the Outcomes Assessment Office conducted a survey of program coordinators. Ten coordinators responded to questions about the outcomes assessment process. Results provided detailed feedback regarding strengths and areas for improvement. Using results for program improvement was identified by 70% of the program coordinators as the most beneficial aspect of the outcomes assessment process. The biggest struggle with assessment was finding the time to give it the attention needed (30%). When asked to state ways that the outcomes assessment process could be improved, 50% of the respondents recommended improving or changing the reporting tool (see Table 4.8 for results).

Table 4.8 – Outcomes Assessment Survey Results

<b>Outcomes Assessment Survey - January 2010 – 10 responses</b>	
<b>What aspect(s) of the Outcomes Assessment process do you find MOST beneficial?</b>	
<ul style="list-style-type: none"> <li>• Results aid in program improvement. (7 responses)</li> <li>• Assistance from the Outcomes Assessment Office. (2 responses)</li> <li>• Tracking progress from year to year.</li> </ul>	
<b>What aspect(s) of the Outcomes Assessment process do you find LEAST beneficial?</b>	
<ul style="list-style-type: none"> <li>• Finding the time to give it the attention needed. (3 responses)</li> <li>• None. (2 responses)</li> <li>• Difficult to assess new programs.</li> <li>• Data entry was difficult.</li> <li>• Timeline and level of detail.</li> <li>• Results may be an anomaly.</li> <li>• Blank.</li> </ul>	
<b>How could the Outcomes Assessment process be improved?</b>	
<ul style="list-style-type: none"> <li>• Improved reporting/documentation tool. (5 responses)</li> <li>• Having it completed for me. (2 responses)</li> <li>• More meetings with program coordinators.</li> <li>• Not sure.</li> <li>• Blank.</li> </ul>	

### **Outcomes Assessment Reporting Software**

A subcommittee of the Institutional Outcomes Assessment Committee was formed in early 2010 to evaluate a variety of outcomes assessment software programs with the goal of replacing the current “homegrown” assessment tool. The current tool, “eTree,” was developed in 2005 by students in a Computer Information Systems (CIS) internship. This tool has helped to organize documentation of the outcomes assessment process. As the College community has become more experienced in outcomes assessment, the limitations of this tool have become apparent. In an effort to maintain a continuous process of assessment that is focused on “closing the loop” and improving student learning, more advanced software is needed. Additionally, a tool that will also document the strategic planning and institutional effectiveness activities of the College is desired. Based on these criteria, the subcommittee has suggested to the Vice President of Strategic Planning the purchase of TracDat. Implementation of the new outcomes software is expected to occur in fall 2010.

**A summary of the financial and personnel support provided to faculty for assessment activities to ensure all faculty members are involved in the assessment process.**

### **Professional Development Expense Benefits**

Full-time faculty and eligible teaching adjunct faculty members are provided with professional development expense benefits. By union contract, full-time faculty are eligible to use \$1,150 per year toward professional development activities and can aggregate funds with other faculty to attend more expensive conference or seminars. These funds may be used to support a variety of professional development activities including college-credit courses, conferences, workshops and memberships in professional organizations. Union-eligible adjunct faculty may apply for up to \$320 per year for professional development activities. Faculty members have used their funds to increase their knowledge of outcomes assessment by participating in the following activities:

- The Higher Learning Commission Annual Meeting
- Illinois Community College Annual Assessment Fair
- Graduate level coursework related to assessment of student learning
- Illinois Community College Faculty Association Annual Conference – Rubric Workshop
- International Nursing Simulation/Learning Resources Centers Conference
- Workshop: Concept Mapping – Understand It, Use It, Teach It
- Clinical Evaluation Workshop – Nursing
- NLN Educational Summit: Exploring Pathways to Excellence in Clinical Education

### **On-campus Professional Development**

Faculty are provided with on-campus support and professional development opportunities. For example, a variety of educational opportunities, including sessions on assessment, are available to all faculty the week prior to the start of each semester. These orientation week activities are designed by the Teaching and Learning Committee in collaboration with the faculty development coordinator. Ongoing workshops and seminars are offered through the faculty development office throughout the year and have included sessions related to assessment.

### **Academic Affairs**

The assessment efforts of the faculty at Harper College are supported by the leadership in Academic Affairs. Both the Associate Vice President and the Assistant Vice President provide assistance for the assessment work conducted in general education areas and in the career programs. This support includes consultations with faculty, data collection and analysis, research and reports, and committee involvement.

### **Outcomes Assessment Office**

An Outcomes Assessment Office was established at Harper College in January 2009 to support the assessment activities of the College. In order to accomplish this goal, the office provides a

wide variety of resources to support all involved in outcomes assessment. Support includes the following:

- Frequent consultations with faculty on developing program/department assessment plans and using results for continuous improvement.
- Workshops and training sessions available to all faculty. Past workshop topics have included:
  - Curriculum Mapping
  - Formative Assessment
  - Program-level Outcomes Assessment
- Development of an Outcomes Assessment page for the employee portal. This page is updated regularly and provides a variety of resources and materials to support assessment efforts.
- Creation of an Outcomes Assessment Handbook. This handbook is interactive and guides the reader through the steps of assessment. It is available to all employees through the portal.
- Implementation of an Outcomes Assessment Faculty Fellowship. Faculty fellows partner with the Outcomes Assessment Office to create an assessment project that explores new and creative ways to assess student learning. Each fellow receives a stipend of \$3,000 and professional development support to attend an assessment conference.
- Financial support for an unlimited number of faculty and academic administrators to attend the annual Illinois Community College Assessment Fair.

### **Institutional Outcomes Assessment Committee (IOAC)**

Additionally, support for assessment efforts has increased since the development of the IOAC in fall 2009. With wide representation of a variety of groups, the IOAC works diligently to create a culture of assessment across campus. For example, the IOAC successfully planned the 1<sup>st</sup> Annual Harper College Assessment Conference/Share Fair. This conference featured sessions on program level outcomes assessment, assessing general education outcomes and conducting assessment in student affairs. Conference attendees included over 70 faculty, staff and administration representing a wide variety of disciplines and departments across campus.



**Strategies that link the 5-year program review process (required by the Illinois Community College Board) to the outcomes assessment processes so that common measures are employed to assess the acquisition of skills by students, and to provide greater efficiency and consistency in the assessment and evaluation process.**

In 2008, the program review cycle was changed to better meet the needs of the academic and student support programs, the program assessment timeline and the budget development timeline. Program review schedules are created by the Illinois Community College Board (ICCB) so that the same program reviews are submitted to ICCB from all community colleges across the state of Illinois each year. Harper College remains synchronized with the ICCB schedule but initiates program review teams 18 months in advance of the final ICCB deadline. Under the new timeline, the program review process begins in January and faculty have through December of that calendar year to complete a draft of their final review. The review team meets with the dean and the vice president for academic affairs in January to discuss preliminary recommendations coming out of the review. During this meeting, the group comes to consensus regarding the ongoing plans for program improvements. This process dovetails with the College's budget cycle which begins each February. Program review recommendations with budget implications are now easily built within the budget development timeline. In addition, program review recommendations come at the time of year when programs are collecting and analyzing assessment data. Program improvements generated from the program review process include those areas identified through the outcomes assessment process.

The manuals for Transfer, Career, Developmental and Academic Support program reviews were updated to include a greater emphasis on assessment of student learning (see Appendix I for a sample program review manual). These changes create a clear link between assessment processes and program review. The new manual requires programs to include information on outcomes assessment conducted in the program, information obtained from their annual assessment activities and changes made to the program as a result of assessment findings. An analysis of the program assessment plan, including anticipated changes to the plan, is also requested. The updated program review manuals were reviewed by the Institutional Outcomes Assessment Committee and implemented for departments undergoing program review in 2010-2011. Following is an example of the assessment information embedded in the Career Program Review Manual (see Figure 6.1).

Figure 6.1 – Student Learning Outcomes in the Career Program Review Manual

**Student Learning Outcomes, Achievement, Placement and Follow-up**

- A. Identify the student learning outcomes of the program (AAS and Certificates).
- Describe the measures used to assess the degree to which students achieve these outcomes in your classes.
  - Discuss the results from student learning outcomes assessments and any measures that have been implemented since your last program review for program improvement.
  - Document any significant changes in curriculum, pedagogy, etc. implemented in response to the results of your outcomes assessment efforts. Please include the information from the assessments that led to any changes. Include the 5-column assessment materials if you used that format for reporting assessment results.
- B. Identify how your department has been involved with General Education outcomes assessment.
- Describe assessment done for General Education Outcomes within your curriculum (if any) or as part of the General Education Outcomes being assessed across the curriculum each year.
  - What have you learned through this process?
  - What have you changed based on the information General Education assessment has provided?
  - Identify any new courses in the curriculum that have not yet been mapped to student learning outcomes for your program or to the General Education Outcomes.
  - Complete the mapping for the(se) course(s) to the Program Outcomes and the General Education Outcomes and include the documentation in this program review.
- C. Discuss the relative success of former students in obtaining employment within related fields, in passing licensing/qualifying examinations or in transferring to senior institutions in related majors.
- D. Discuss any feedback received from former students, employers, career advisory committees, and senior institutions in terms of program strengths, weaknesses and opportunities for the future.
- E. Discuss student retention data in terms of completion rates by program and include an explanation of any significant withdrawal patterns (# of W grades).
- F. Discuss the grading patterns from the previous five years and include an explanation of any significant trends, as appropriate.
- G. Discuss any relevant findings from the Achieving the Dream research and any changes made to courses or teaching processes based on those findings.

This progress report provides evidence of the continued efforts made by faculty, staff and administration to institutionalize the outcomes assessment processes at Harper College. As a result, a culture of evidence focused on continuous improvement of student learning has developed. Through the prioritization of student success and the increase in data-informed decision making, a sustainable assessment process is assured. Continued efforts to support outcomes assessment include the following:

- An organizational design that partners the Outcomes Assessment Office with Institutional Research, Institutional Effectiveness and Planning as part of the Strategic Planning and Alliances Division.
- An active shared governance committee dedicated to the institutional outcomes assessment process.
- The purchase (June 2010) of TracDat software to further support outcomes assessment and the use of results for continued improvement.
- Increased interest and participation in outcomes assessment by faculty.
- Increased administrative support of outcomes assessment.
- Participation in the Achieving the Dream project to further aid in a cultural shift and place institutional focus on increased student success.

Additionally, our new Strategic Plan is focused on student success including: reducing the success gaps between student demographic groups, increasing the number of students who complete the developmental sequence, increasing the number of students who complete our gatekeeper courses and increasing the number of our students who complete certificates and graduate with degrees. All of these goals are dependent on a commitment to student learning outcomes assessment. Harper College is allocating more than one million dollars over the next four years to provide resources for programs and strategic initiatives that demonstrate their impact on student success. These initiatives will be scaled institutionally to improve our key performance indicators, including student learning outcomes.

As we go forward as an institution of higher education, we are dedicated to providing excellence in education. Assessment of student learning and the use of assessment results for continuous improvement will result in an ever increasing level of student success at Harper College.



**Institutional Outcomes Assessment Committee (IOAC)**

Date: Monday, September 28, 2009

Time: 2:00 p.m.

Place: W308

Members present: Sam Giordano, Julie Ellefson-Kuehn, Rich Johnson, Larry Lasko, Resche Hines, Diana Sharp, Sally Griffith, Darlene Schlenbecker

Members absent: Patty Bruner, Eric Rosenthal

Guests: Cheryl Turnauer, Sue Egan

<b>Topic</b>	<b>Discussion</b>
Call to Order	The meeting was called to order by D. Schlenbecker. This is the first meeting of the Institutional Outcomes Assessment Committee.
Review data sheet/roster	D. Schlenbecker distributed and reviewed data sheet objectives and roster.
Assembly liaison	Nancy Wajler is the liaison for the Assembly Committees. Nancy will be scheduling a meeting with the chair of the IOAC.
Message from Oversight Committee	How will the IOAC support student success? This will be done with the assessment process in both academic programs and student support units. Report findings in January to Oversight Committee.
Select Meeting day/time/location	Reviewed schedules and selected the 3 <sup>rd</sup> Monday of the month from 2:30 p.m. - 3:30 p.m. as the meeting day and time. Location to be determined. R. Johnson will check the availability of L201. If that is not available D. Schlenbecker will check the William Rainey Harper Room in the Library.
Select committee chairperson and secretary	Julie Ellefson-Kuehn was nominated and accepted role as chairperson. Susan Egan was nominated and accepted role as secretary.
Conference announcement - Assessment Institute	D. Schlenbecker reported that she will attend the IUPUI Assessment Institute on October 25-27, 2009 and invited a committee member to join her. J. Ellefson-Kuehn will consider attending. Cost of attending the Institute will be covered under the Institutional Effectiveness and Outcomes Assessment budget.
Current assessment process/timeline	D. Schlenbecker presented the Outcomes Assessment portal page and shared the following information: current assessment timeline, academic program assessment, student support unit assessment, 5-column model of assessment, handbook for academic program assessment and additional resources. D. Sharp advised previous general education assessment completed in writing, critical thinking and math. The most recent general education assessment was conducted using the California Critical Thinking exam. Mapping of the General Education outcomes is complete. Committee discussed mapping and relevance to the assessment process.
HLC Progress Report on Outcomes Assessment	D. Schlenbecker distributed outline of tasks required for the HLC Progress Report for review by committee. D. Sharp, S. Griffith and D. Schlenbecker have met previously to discuss the items contained in the report. The committee will take an active role in helping prepare a response to HLC. Discussion about coordination, pulling information from all departments and preparing a streamline report between Academic Affairs and Strategic Planning and Alliances. Discussion about the 5-year Program Review process and how it can be used with Assessment – by making this a living document. How to move forward with program review is a question to be discussed at next meeting. D. Schlenbecker will distribute details of the HLC Report for review prior to the next meeting.
Initial Planning	Familiarize oneself with Outcomes Assessment process and HLC Progress Report.
Adjourned	D. Schlenbecker adjourns the meeting at 3:10 p.m. The next scheduled meeting is October 19, 2009, 2:30 p.m. - 3:30, location to be determined.

**Institutional Outcomes Assessment Committee**

Date: Monday, October 19, 2009

Time: 2:30 p.m.

Place: A242a

Members present: Sam Giordano, Rich Johnson, Larry Lasko, Eric Rosenthal, Pat Jen, Diana Sharp, Darlene Schlenbecker

Members absent: Patty Bruner, Julie Ellefson-Kuehn, Resche Hines, Sally Griffith

Guests: Cheryl Turnauer, Sue Egan

Topic	Discussion
Call to Order	The meeting was called to order by D. Schlenbecker at 2:40 p.m.
September Minutes	Approved by all present with no modification.
Assembly liaison	D. Schlenbecker advised Nancy Wajler, liaison for the Assembly Committees, will attend an IOAC meeting this semester. J. Ellefson-Kuehn will attend one of the Assembly Committee meetings to report progress.
Assessment Update – Gen Ed. and Program Level	D. Sharp reported the 12 general education outcomes will be mapped to all developmental, career and transfer courses - a total of 1070 courses. Requests are being sent out to chairs and coordinators. D. Sharp gave a brief explanation of mapping and how it can be used to identify where to intervene when outcomes are not met. D. Sharp reported the findings from the California Critical Thinking Skills Test. Results indicated that students with more semester hours scored lower than students with less semester hours. A critical thinking prompt will be created and used in Philosophy classes this academic year. The California Critical Thinking Skills Test may be completed in the same classes to determine the most effective way to measure critical thinking. E. Rosenthal suggested looking at the GPA's of the students and reviewing the results in that fashion.
Assessment Update	D. Schlenbecker reported 80% of Career Programs have completed curriculum mapping. The programs remaining are reevaluating their learning outcomes to make them more meaningful and align them with accreditation requirements. D. Schlenbecker discussed current status of career program and administrative/student support service program assessment. The Assessment Timeline was distributed for review. Results of the 2008-2009 assessment cycle are being reported in eTree. Creation of individual assessment plans (columns 1-3) is in progress.
HLC Progress Report	D. Schlenbecker reviewed the HLC Progress Report. The report to the HLC needs to show the sustainability of outcomes assessment. Regarding item three, D. Schlenbecker is working with M. Barzacchini to create an Institutional Effectiveness page for the external website. Committee members agreed that the outline for the report is thorough. D. Schlenbecker will update the committee monthly on the progress. Once writing of the report begins, it will be distributed to the committee for review.
Program Review	D. Sharp led a discussion on the program review process for transfer, career and developmental programs. D. Sharp asked for input on how to link outcomes assessment with program review. Discussion by all. R. Johnson requested a different dialog to occur between academics and Institutional Research, indicated that the section on financial analysis is not always relevant, and suggested revising Section II by creating a separate section for Student Outcomes Assessment. Both R. Johnson and E. Rosenthal requested knowing what items are required by ICCB. E. Rosenthal recommended that future planning could be tied to what is reported in column 5 in eTree and to include an overall statement reflecting on changes made and lessons learned. S. Giordano stated that important information can get lost in the document and the format of the program review may need simplification. S. Giordano also stated that the program review should reflect the past, present and future, as well as state how we plan to get there. P. Jen would like to see a template for the program review. D. Sharp will review all suggestions and work to revise the format for the program review. Updated format will be shared with the committee.
Miscellaneous	D. Schlenbecker will be attending the Indiana University-Purdue University Indianapolis (IUPUI) Assessment Institute on October 25-27, 2009. D. Schlenbecker will send out an update on the HLC report. December meeting date will be discussed at the November meeting. January meeting will be held on the 25 <sup>th</sup> .
Adjourned	D. Schlenbecker adjourns the meeting at 3:45 p.m. The next scheduled meeting is November 16, 2009, 2:30 p.m. - 3:30, A242a.

**Institutional Outcomes Assessment Committee**

Date: Monday, November 16, 2009

Time: 2:30 p.m.

Place: A242a

Members present: Sam Giordano, Rich Johnson, Larry Lasko, Eric Rosenthal, Pat Jen, Diana Sharp, Darlene Schlenbecker, Patty Bruner, Julie Ellefson-Kuehn, Resche Hines, Max Custer

Members absent: Sally Griffith

Guests: Cheryl Turnauer, Sue Egan

<b>Topic</b>	<b>Discussion</b>
Call to Order	The meeting was called to order by J. Ellefson-Kuehn at 2:30 p.m.
Minutes from October	D. Sharp motioned to approve minutes, R. Hines seconded and minutes approved by all present with no modification.
HLC Progress Report	D. Schlenbecker advised there are no updates, the team will meet prior to our next meeting and a rough draft should be prepared for review by the committee by the next meeting.
Program Review	D. Sharp distributed a draft for Program Review that incorporated the changes suggested from the Oct 19, 2009 meeting. She briefly reviewed the changes made throughout the document and asked for comments to be sent electronically to her. R. Johnson asked if the financial analysis could be changed as the data received is not targeted to what needs to be reported. J. Ellefson-Kuehn suggested that the committee read through the document and be prepared to discuss at the next meeting.
General Education assessment update	J. Ellefson-Kuehn reported the California Critical Thinking Skills Test will not be used for 09/10. The California Test contains many logic puzzles and may not accurately measure critical thinking as defined by Harper's general education outcomes. Critical thinking essays prompts are being developed and will be administered in Spring 2010. The essays will be evaluated using the SOLO Taxonomy. These prompts will be discipline specific and embedded in an exam as an essay question. Participating instructors and members of the General Education Outcomes Assessment Committee will grade the essay based on the SOLO critical thinking rubric.
Program/department assessment update	D. Schlenbecker distributed samples of program level and student support assessment, and identified columns 1-5.
Committee planning – Assessment Software	D. Schlenbecker distributed information on three vendors that provide Outcomes Assessment & Planning Systems software, which will replace the current eTree and SLRP systems. The committee was asked to review the information and provide feedback. The committee will collaborate on the review of the software to make a recommendation to the College by May. The new software should be user friendly, focus on continuous quality improvement, link curriculum mapping to outcomes assessment and have the capacity to manage the strategic planning process. P. Brunner asked if program review can be incorporated into the software tool. D. Sharp and E. Rosenthal explained the current SLRP system and D. Schlenbecker advised the College Outcomes report is the summary of the data inputted into SLRP. D. Schlenbecker advised she will send out additional information on TaskStream and TracDat. The new tool will not change the existing outcomes assessment process.
Committee planning – Assessment Workshop/ Share Fair	D. Schlenbecker advised a charge of the committee is to inform the College community on outcomes assessment. A suggestion was made for the committee to coordinate and present a Workshop/Share Fair in Spring 2010. Committee discussed possible dates and times decided on a potential date of April 23, 2010 and from 8:30 a.m. - 12:00 p.m. Further discussed was beginning with a breakfast at 8:30 a.m., keynote session to begin at 9:00 a.m., mini workshop/breakout sessions to begin at 10:00 a.m. followed by a share fair at 11:00 a.m. D. Schlenbecker will check the calendar and the availability of Chemistry and Biology rooms in Avante. Committee members were asked to discuss assessment needs with others in their areas. The next meeting should include time to brainstorm for breakout sessions and share fair.
Assessment Institute	D. Schlenbecker distributed and reviewed three handouts from presentations she attended at the Indiana University-Purdue University Indianapolis Assessment Institute. Handouts included two from Lake Superior College on program review and one from NASPA on Assessment in Student Affairs.
Miscellaneous	D. Schlenbecker advised the Illinois Community College Assessment Fair is March 5, 2010; the Outcomes Assessment office will pay the registration fee and would like to register the committee as a group. D. Schlenbecker presented the Outcomes Assessment Faculty Fellowship pilot. The Outcomes Assessment Office can support three fellows and would like to have the committee review applications in January to have Fellows in place February 1, 2010. S. Giordano requested a bullet point be added to meet with the chair/coordinator to review proposed plan to ensure efforts are not being duplicated. Discussed by all to have the next meeting December 11, 2009 from 10:30 a.m. - 12:00 p.m.
Adjourned	J. Ellefson-Kuehn adjourns the meeting at 3:45 p.m. The next scheduled meeting is December 11, 2009, 10:30 a.m. – 12:00 p.m., A242b.

**Institutional Outcomes Assessment Committee**

Date: Friday, December 11, 2009

Time: 10:30 a.m.

Place: A242a

Members present: Sam Giordano, Rich Johnson, Eric Rosenthal, Pat Jen, Diana Sharp, Darlene Schlenbecker, Patty Bruner, Julie Ellefson-Kuehn, Sally Griffith

Members absent: Larry Lasko, Resche Hines, Max Custer

Guests: Cheryl Turnauer, Sue Egan

Topic	Discussion
Call to Order	The meeting was called to order by J. Ellefson-Kuehn at 10:30 a.m.
Minutes from October	P. Jen motioned to approve minutes, D. Schlenbecker seconded and minutes approved by all present with no modification.
General Education assessment update	J. Ellefson-Kuehn and R. Johnson reported a Critical Thinking pilot project will be conducted Spring 2010 with the plan to conduct the full project in Fall 2010. Focus is on training participants to ensure high levels of inter rater reliability.
HLC Report update	D. Schlenbecker distributed the Institutional Outcomes Assessment Committee Goals and Activities and asked for feedback. These goals and activities will be included in the progress report to HLC and will include a timeline. S. Giordano recommended adding something to reflect a commitment to improving student learning. R. Johnson mentioned adding content regarding Achieving the Dream. D. Sharp made a suggestion to include language that is broader to indicate how ongoing campus initiatives support the Outcomes Assessment process. S. Griffith suggested mentioning continuous improvement. D. Schlenbecker will update and distribute the Goals and Activities prior to the next meeting.
Software Review	J. Ellefson-Kuehn recommended forming a sub-committee to review the three prospective software tools. D. Schlenbecker, P. Bruner, J. Ellefson-Kuehn, C Turnauer and D. Sharp agreed to form a sub-committee. P. Jen agreed to read the specifications. S. Giordano inquired about the reasons for changing the current tool. D. Schlenbecker responded with the current system does not have the capability to track improvements. Open discussion regarding specifications included that the software needs to be user friendly, intuitive, tied into program review, track for continued improvement and be tied into the planning process. P. Jen asked about cost and will this need to go for board approval. D. Schlenbecker indicated that she will follow up regarding this item.
Assessment Workshop/Share Fair	Open discussion by all regarding the agenda and resolved to 8:30 a.m. - 9:00 a.m. breakfast, 9:00 a.m. - 10:00 a.m. keynote speaker, 10:10 a.m. - 11:40 a.m. breakout sessions and 11:40 a.m. - 12:30 p.m. share fair/posters session. Breakout sessions to be 40 minutes long and to be held twice during the period with all running concurrently to include: Critical Thinking/General Education assessment, to be conducted by someone from the General Education Assessment committee; Assessment 101, to be conducted by D. Schlenbecker; Rubrics, to be conducted by S. Griffith. Suggestion to have a software company do a demonstration for a breakout session was later removed from the list. For the next meeting bring ideas for a fourth breakout session. Both R. Johnson and J. Ellefson-Kuehn mentioned to reach out to local high schools, invite chairs/teachers to the workshop. Invitations should be sent to all faculty and administrative /student support areas involved in assessment. D. Schlenbecker will contact L. Salotti about CEU and will create an application form with expectations/parameter for the poster sessions which will include a template. P. Bruner agreed that 10 posters (20" x30") could be prepared by her department. S. Griffith asked if there is something for everyone at the workshops. D. Sharp mentioned she could do a presentation on learning outcomes for student affairs if needed.
Program Review	D. Sharp distributed revised Program Review documents as needed. E. Rosenthal liked the revised document. P. Jen advised she would like to try to complete the program review for a non academic area to determine where she would have problems. P. Jen asked why the five column model is not specifically mentioned in the program review. P. Bruner commented that if she would be completing the process she would be reporting the same things in many areas, seems redundant. The feedback portion at the end should be restructured to include a scale and not be included in the actual report. S. Griffith mentioned changes in wording and moving sections. The word 'discuss' can lead to lengthy reporting, change the word to be more specific. Many agreed a fill in the blank template would be helpful. D. Sharp will review all suggestions and revise the document further and distribute prior to the next meeting for review.
Miscellaneous	D. Schlenbecker advised application deadline for fellows has been extended to January 15, 2010. D. Schlenbecker requested that everyone email her with their availability for the Spring semester, to coordinate a meeting time.
Adjourned	J. Ellefson-Kuehn adjourns the meeting at 12:00 p.m. The next scheduled meeting is January 25, 2010, 2:30 p.m. – 3:30 p.m., A242b.



**Institutional Outcomes Assessment Committee**

Date: Monday, January 25, 2010

Time: 2:30 p.m.

Place: A242b

Members present: Rich Johnson, Pat Jen, Diana Sharp, Darlene Schlenbecker, Patty Bruner, Julie Ellefson-Kuehn, Sally Griffith, Resche Hines

Members absent: Sam Giordano, Larry Lasko, Eric Rosenthal, Max Custer

Guests: Cheryl Turnauer, Sue Egan

<b>Topic</b>	<b>Discussion</b>
Call to Order	The meeting was called to order by J. Ellefson-Kuehn at 2:30 p.m.
Minutes from December	D. Sharp motioned to approve minutes, R. Johnson seconded and minutes approved by all present with no modification.
General Education assessment update	D. Sharp reported the pilot project for Critical Thinking will be administered this semester. Instructors will evaluate essays using the SOLO Taxonomy. Colleen Burns is working to simplify the rubric. P. Bruner expressed interest in participating in the Critical Thinking assessment. Mapping of the General Education outcomes is being completed.
Committee Goals & Activities	D. Schlenbecker distributed the revised IOAC goals and activities and asked for feedback. D. Sharp suggested modifying the program review statements to include "periodic" and emphasize "make suggestions". R. Johnson suggested putting items in past tense if they have been completed. S. Griffith suggested including the year 09/10 on the document. P. Bruner suggested adding the Assessment Fair as an activity of the goal "support college initiatives". Other comments regarding this goal included, observing the Achieving the Dream teams and representation of the IOAC on the Data Team (R. Hines) and Core Team (S. Griffith and R. Johnson). D. Schlenbecker will update and distribute the goals and activities prior to the next meeting.
Software Review	J. Ellefson-Kuehn reported the Software sub-committee is meeting January 28 <sup>th</sup> at 11:00 a.m. to begin work on this project. S. Griffith asked about the preferred timeline. D. Schlenbecker responded that the goal is to make a recommendation to the College by May.
Assessment Workshop/Share Fair	D. Schlenbecker distributed information on the keynote speaker, Linda Suskie, and the proposed agenda. Linda Suskie will speak on planning and sustaining assessment for an audience of both faculty and student affairs staff. D. Schlenbecker reported she is developing criteria for the poster session and will distribute upon completion. All reviewed agenda. Agenda to be revised to include detailed information on the breakout sessions once confirmed. The presentation on Rubrics, conducted by S. Griffith, will run from 10:30 a.m. - 12:00 p.m. Other sessions are scheduled from 10:30 a.m. - 11:30a.m. D. Schlenbecker will request a title and description from L. Suskie for her keynote address. D. Schlenbecker agreed to ask L. Suskie if she would be interested in presenting at a breakout session after her keynote. D. Schlenbecker reported that her meeting with L. Salotti was cancelled but will follow up with her regarding CEU credit.
Program Review	D. Sharp distributed revised Program Review document. P. Bruner asked for clarification in the following areas: Program Scope - Student Learning Outcomes items A, C, D and E; Curriculum and Instruction items B and C; Marketing and Promotion item A. Items discussed by all. S. Griffith expressed the need for an example chart in Unit Planning and Recommendation section, item B. D. Sharp will review suggestions, revise the document and distribute for review prior to the next meeting.
Faculty Fellow Applications	D. Schlenbecker reported that E. Rosenthal and S. Giordano, not in attendance, support the two fellow applications received. P. Bruner responded that both applications are strong and it is good to see that they are focused in different areas. R. Johnson asked if the committee will receive reports from the fellows. D. Schlenbecker responded that the committee will indeed receive reports and the fellows will present their findings to the College community. The fellowship requires the faculty member to plan during the first semester and implement during the second semester. S. Griffith asked when the fellows begin. D. Schlenbecker responded February 1, 2010. D. Schlenbecker advised she will follow up with the one candidate to obtain further clarification about implementation. C. Turnauer asked if adjuncts will be considered for this fellowship in the future. S. Griffith responded that this commitment would be considered a presumed job for an additional semester for an adjunct. J. Ellefson-Kuehn mentioned having a full-time faculty member sponsor the adjunct fellow. Committee came to agreement that this topic will be discussed again prior to sending out applications for the fall.
Meeting Time	Meeting time discussed by all and resolved for the spring semester. Meeting dates are: February 18, March 18, April 15 and May 13 beginning at 9:30 a.m., location to be determined.
Miscellaneous	D. Schlenbecker advised she will be sending out the HLC report one section at a time and is asking for input/feedback.
Adjourned	J. Ellefson-Kuehn adjourns the meeting at 3:30 p.m. The next scheduled meeting is February 18, 2010, 9:30 a.m. – 10:30 a.m., location to be determined.

**Institutional Outcomes Assessment Committee**

Date: Thursday, February 18, 2010

Time: 10:00 a.m.

Place: A242a

Members present: Sam Giordano, Larry Lasko, Rich Johnson, Diana Sharp, Darlene Schlenbecker, Patty Bruner, Julie Ellefson-Kuehn, Resche Hines

Members absent: Eric Rosenthal, Pat Jen, Sally Griffith, Max Custer

Guests: Sue Egan

Topic	Discussion
Call to Order	The meeting was called to order by J. Ellefson-Kuehn at 10:05 a.m.
Minutes from January	D. Schlenbecker noted two corrections to be made: minutes to be approved corrected to "December" and time adjourned to be corrected to "3:30 p.m." S. Giordano motioned to approve minutes, D Sharp seconded and minutes approved by all present with modification.
Meeting Time	Discussed by all and resolved the next meeting will be Thursday, March 11, 2010 at 1:00 p.m., location to be determined. At the March meeting a date will be discussed for April. Faculty agreed to bring fall schedules to facilitate a discussion for meeting times in fall. It was noted that Max Custer, student representative, has not been present at the past three meetings and he will be contacted.
General Education	J. Ellefson-Kuehn reported the Critical Thinking pilot project is moving forward and scheduled to be completed prior to spring break. Different methods are being used to conduct the assessment; a decision will be made after the results are reviewed as to what method will be used in the future. Two readers will evaluate essays using the SOLO Taxonomy; one reader will be within the discipline.
Assessment Workshop/Share Fair	D. Schlenbecker reviewed application for the poster session. P. Bruner will be adding information regarding printing of posters. S. Giordano noted that the application should include that all faculty and staff are eligible to participate. D. Schlenbecker will provide the book <i>Assessing Student Learning: A Commonsense Guide</i> , by Linda Suskie, to all poster session participants. D. Schlenbecker reported the title of the keynote as "What Now with Assessment? Celebrating, Improving, and Moving Ahead." The breakout sessions are as follows: Understanding Assessment (Linda Suskie); General Education Assessment (Trudy Bers); Student Affairs Assessment (possible NIU contact). D. Schlenbecker has spoken with L. Salotti regarding CEUs and they will be granted to ft faculty. Adjuncts are eligible to receive a stipend. L. Salotti will also help in marketing the Assessment Conference to adjuncts. D. Schlenbecker will check if additional CEUs can be earned if a poster is presented.
Software Review	J. Ellefson-Kuehn reported three software applications have been reviewed. One, WEAVEonline, is no longer being considered. References are being checked on the other two. D. Schlenbecker stated that reference checking should be completed by the next meeting. The subcommittee hopes to make a recommendation to the committee at that time.
HLC Report	D. Schlenbecker presented and reviewed items 1 - 3 of the HLC report. The student learning outcomes and the career planning guides were discussed by all and resolved that a sample of a career planning guide and a complete listing of the career program student learning outcomes will be included in the report. There will be a reference in the report that indicates where all career planning guides are located on Harper's external web site. D. Schlenbecker is reviewing the program outcomes on the career planning guides for accuracy. S. Giordano and P. Bruner expressed concern about the content accuracy of these guides. D. Schlenbecker indicated she would discuss concerns regarding the career planning guides with S. Griffith. D. Schlenbecker reported that item six, program review, has been drafted by D. Sharp and final edits are being completed. Item five will be distributed on Monday, February 22. Item four is in process. D. Schlenbecker reported the College Assembly Committee needs to review the report and she has contacted the committee to be placed on the agenda.
Program Review update	D. Sharp reported all changes have been incorporated into all program review documents. She will distribute all the documents to the committee. D. Schlenbecker will include one in the HLC report and highlight the changes that have been made to include assessment.
Community College Assessment Fair	D. Schlenbecker will e-mail a list of registered participant to all that will be attending the fair on Friday, March 5.
Assessment Newsletter	D. Schlenbecker advised that a committee goal is to develop an Assessment Newsletter. It was agreed upon to wait until May to create and distribute a newsletter and to include the 2009-2010 accomplishments of the committee.
Open discussion	S. Giordano shared he attended a workshop conducted by Dr. Lewis G. Bender. S. Giordano stated that he was an engaging presenter. He suggested that we consider Dr. Bender for future speaking engagements.
Adjourned	J. Ellefson-Kuehn adjourns the meeting at 11:10 a.m. The next scheduled meeting is March 11, 2010, 1:00 p.m. – 2:00 p.m., location to be determined.

**Institutional Outcomes Assessment Committee**

Date: Thursday, March 11, 2010

Time: 1:00 p.m.

Place: A243

Members present: Eric Rosenthal, Larry Lasko, Pat Jen, Sally Griffith, Rich Johnson, Diana Sharp, Darlene Schlenbecker, Julie Ellefson-Kuehn, Resche Hines

Members absent: Sam Giordano, Patty Bruner, Max Custer

Guests: Cheryl Turnauer, Sue Egan

Topic	Discussion
Call to Order	The meeting was called to order by J. Ellefson-Kuehn at 1:10 p.m.
Minutes from February	D. Sharp motioned to approve minutes, R. Johnson seconded and minutes approved by all present with no modification.
General Education	D. Sharp reported that she is working with Charlie Johnston to create a report for the fall 2008 critical thinking data. D. Sharp advised that the mapping of non-general education courses to the general education learning outcomes is 50% complete. R. Johnson reported that the critical thinking project this semester is a pilot to evaluate the use of SOLO Taxonomy.
Software Review	J. Ellefson-Kuehn reported the sub-committee met to review the references and decided that more input was needed from users who have worked with the tools longer. A meeting is scheduled for Monday, March 15 <sup>th</sup> , where product demonstrations will be reviewed. The subcommittee hopes to make a recommendation to the committee at the April meeting.
Assessment Workshop/Share Fair	D. Schlenbecker distributed application for the poster session. D. Schlenbecker reported she spoke with Amy Franklin, Director, Planning and Assessment at NIU regarding a breakout session on assessment in student affairs. Ms. Franklin will advise of her availability. The breakout session are as follows: <ul style="list-style-type: none"> <li>-Understanding Assessment (Linda Suskie)</li> <li>-General Education Assessment (Trudy Bers)</li> <li>-Rubrics (Sally Griffith)</li> <li>-Possible session on Student Affairs Assessment (Amy Franklin)</li> </ul> D. Schlenbecker reported L. Salotti will market the fair to adjuncts. D. Schlenbecker distributed a draft of an invitation for feedback. A hardcopy invitation will be distributed to administrators, deans, coordinators and full-time faculty. P. Bruner and D. Schlenbecker will work on a flyer to promote the fair for distribution. C. Turnauer indicated it should be mentioned at the Career Coordinator meetings. D. Schlenbecker reviewed the logistics for the day and requested all to participate. A sign-up sheet was distributed.
HLC Report	D. Schlenbecker distributed items 5 and 6 of the HLC report for review. Item 4 may be sent out during spring break. The report will be presented to the Assembly Committee on April 8 <sup>th</sup> , 3:05 p.m. D. Schlenbecker indicated the need for committee members to present each item of the report and asked members to e-mail her with their availability and item they will present.
Community College Assessment Fair	D. Schlenbecker briefly discussed the fair and indicated she will assemble information to distribute at the next meeting.
April Meeting Time	Discussed by all and resolved an e-mail will be sent with three dates and times. The next meeting will be scheduled accordingly.
Open discussion	No discussion.
Adjourned	J. Ellefson-Kuehn adjourns the meeting at 1:55 p.m. The next scheduled meeting time and location to be determined.



General Education Curriculum Map (Illinois Articulation Institute courses)												
Course Code	Communicate effectively and persuasively in writing.	Speak and listen publicly, in both formal and informal contexts.	Demonstrate appropriate selection of topic and materials, clear organization, comprehensive research, effective presentation, and the ability to adapt to audience, setting, and occasion.	Demonstrate proficiency in academic reading by understanding, analyzing, and evaluating readings from a variety of textual sources.	Use quantitative analytical skills to process, interpret, and evaluate problems.	Objectively identify and evaluate issues, positions and supporting evidence.	Recognize and critically examine their own viewpoints.	Frame ideas within a larger context.	Identify, research, assess the credibility of, and effectively use electronic sources.	Demonstrate proficiency in the uses of a variety of standard computer technologies and software specific to their field of study.	Interact respectfully with persons of diverse cultures.	Identify cross-cultural issues, ideologies, and the contributions that people of diverse backgrounds bring to a multicultural world.
Business and Social Science Divisions												
ANT101	Practice	Reinforce	Introduce	Practice	Introduce	Practice	Reinforce	Practice	Introduce	NR	Practice	Practice
ANT202	Practice	Reinforce	Reinforce	Practice	NR	Practice	Practice	Practice	Reinforce	Practice	Practice	Practice
ANT205	Reinforce	Introduce	NR	Practice	NR	Practice	Practice	Practice	Introduce	Practice	Reinforce	Practice
ANT206	Practice	Reinforce	Practice	Practice	NR	Practice	Practice	Practice	Practice	Practice	Practice	Practice
ECO200	Introduce	NR	NR	NR	Reinforce	Reinforce	Reinforce	Introduce	NR	NR	Introduce	Introduce
ECO211	Introduce	NR	NR	NR	Reinforce	Practice	Reinforce	Reinforce	NR	NR	NR	NR
ECO212	Introduce	NR	NR	NR	Reinforce	Practice	Reinforce	Reinforce	NR	NR	NR	NR
GEG100	Introduce	NR	NR	NR	Introduce	Reinforce	Reinforce	Reinforce	Introduce	NR	Reinforce	Practice
GEG101	Introduce	NR	Introduce	NR	Introduce	Reinforce	Reinforce	Reinforce	Introduce	NR	Reinforce	Practice
GEG103	Introduce	Introduce	Introduce	Reinforce	NR	Introduce	Reinforce	Reinforce	Introduce	NR	Reinforce	Practice
GEG104	Introduce	Introduce	Introduce	Reinforce	NR	Introduce	Reinforce	Reinforce	Introduce	NR	Reinforce	Practice
GEG111	Introduce	Introduce	Introduce	Introduce	Reinforce	Reinforce	NR	Reinforce	Introduce	NR	Reinforce	Reinforce
GEG112	Reinforce	Introduce	NR	Introduce	Practice	Reinforce	NR	Reinforce	Introduce	NR	NR	NR
GEG210	Introduce	Introduce	Introduce	Introduce	Introduce	Reinforce	Reinforce	Reinforce	NR	NR	Introduce	Reinforce
HST105	Practice	Reinforce	Reinforce	Practice	Introduce	Practice	Practice	Practice	Introduce	NR	Practice	Practice
HST111	Practice	Reinforce	Reinforce	Practice	Practice	Practice	Practice	Practice	Introduce	Introduce	Practice	Practice
HST112	Practice	Reinforce	Reinforce	Practice	Practice	Practice	Practice	Practice	Introduce	Introduce	Practice	Practice
HST121	Reinforce	Reinforce	Reinforce	Practice	Introduce	Reinforce	Reinforce	Practice	Reinforce	NR	Practice	Practice
HST141	Practice	Reinforce	Practice	Practice	Introduce	Practice	Reinforce	Practice	Reinforce	Reinforce	Reinforce	Reinforce
HST142	Practice	Reinforce	Practice	Practice	Reinforce	Practice	Reinforce	Practice	Practice	Introduce	Practice	Practice
HST231	Practice	Reinforce	Practice	Practice	Introduce	Reinforce	Reinforce	Practice	Reinforce	Reinforce	Practice	Practice
HST232	Practice	Reinforce	Practice	Practice	Introduce	Reinforce	Reinforce	Practice	Reinforce	Reinforce	Practice	Practice
HST241	Practice	Reinforce	Practice	Practice	Introduce	Reinforce	Reinforce	Practice	Reinforce	Reinforce	Practice	Practice
HST242	Practice	Reinforce	Practice	Practice	Introduce	Reinforce	Reinforce	Practice	Reinforce	Reinforce	Practice	Practice
HST243	Practice	Reinforce	Practice	Practice	Introduce	Reinforce	Reinforce	Practice	Reinforce	Reinforce	Practice	Practice
HST245	Practice	Reinforce	Practice	Practice	Introduce	Reinforce	Reinforce	Practice	Reinforce	Reinforce	Practice	Practice
MGT225	NR	Introduce	Reinforce	Introduce	Practice	Practice	Reinforce	Practice	Reinforce	Reinforce	Reinforce	Introduce
PSC101	Practice	Practice	Reinforce	Reinforce	Reinforce	Reinforce	Reinforce	Reinforce	Reinforce	NR	Practice	Practice
PSC220	Practice	Reinforce	Practice	Practice	Introduce	Reinforce	Reinforce	Reinforce	Reinforce	Reinforce	Practice	Practice
PSC250	Practice	Reinforce	Practice	Practice	Introduce	Reinforce	Reinforce	Reinforce	Reinforce	Reinforce	Practice	Practice
PSC270	Practice	Practice	Practice	Practice	Introduce	Practice	Practice	Practice	Reinforce	NR	Practice	Practice
PSC280	Practice	Reinforce	Practice	Practice	Introduce	Practice	Practice	Practice	Reinforce	Reinforce	Practice	Practice
PSY101	Introduce	Introduce	NR	NR	Introduce	Introduce	Reinforce	Reinforce	Introduce	Reinforce	Introduce	Introduce
PSY216	Reinforce	Introduce	Introduce	Introduce	Introduce	Introduce	Reinforce	Reinforce	Introduce	Introduce	Practice	Reinforce



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PSY217	Practice	Reinforce	Practice	Practice	Introduce	Practice	Practice	Practice	Reinforce	Introduce	Practice	Practice
PSY218	Reinforce	Reinforce	Practice	Practice	Practice	Practice	Practice	Practice	Practice	Reinforce	Practice	Practice
PSY228	Reinforce	Reinforce	Practice	Practice	Practice	Practice	Practice	Practice	Practice	Reinforce	Practice	Practice
SOC101	Practice	Reinforce	Introduce	Practice	Introduce	Practice	Reinforce	Practice	Introduce	NR	Practice	Practice
SOC120	Reinforce	Introduce	Introduce	Reinforce	NR	Practice	Practice	Practice	Introduce	NR	Practice	Practice
SOC205	Reinforce	Introduce	Introduce	Reinforce	Introduce	Practice	Practice	Practice	NR	NR	Practice	Practice
SOC215	Practice	Introduce	Reinforce	Practice	Introduce	Introduce	Reinforce	Practice	NR	NR	Introduce	Reinforce
SOC230	Reinforce	Reinforce	Introduce	Practice	Introduce	Practice	Practice	Practice	Introduce	NR	Practice	Practice
SOC235	Reinforce	Reinforce	Introduce	Practice	Introduce	Practice	Practice	Practice	Introduce	NR	Practice	Practice
Health Careers												
DIT101	Introduce	NR	NR	Reinforce	Introduce	Reinforce	Introduce	Introduce	Introduce	Reinforce	NR	NR
Liberal Arts												
ART105	Practice	Reinforce	Introduce	Introduce	Practice	Reinforce	Practice	Reinforce	Introduce	NR	Reinforce	Reinforce
ART114	Practice	Reinforce	Introduce	Introduce	Practice	Reinforce	Reinforce	Reinforce	Introduce	NR	Introduce	Introduce
ART130	Practice	Reinforce	Reinforce	Introduce	Reinforce	Reinforce	Introduce	Practice	Introduce	NR	Reinforce	Reinforce
ART131	Reinforce	Reinforce	Introduce	Introduce	Practice	Reinforce	Reinforce	Practice	Introduce	NR	Reinforce	Reinforce
ART132	Practice	Reinforce	Introduce	Introduce	Practice	Reinforce	Reinforce	Practice	Introduce	NR	Practice	Practice
ART133	Practice	Reinforce	Reinforce	Introduce	Reinforce	Reinforce	Reinforce	Practice	Introduce	NR	Practice	Practice
ENG101	Practice	Introduce	Reinforce	Practice	NR	Practice	Practice	Reinforce	Reinforce	NR	NR	Introduce
ENG102	Practice	Introduce	Practice	Practice	NR	Practice	Practice	Practice	Practice	NR	NR	Introduce
FRN202	Reinforce	Practice	Reinforce	Reinforce	Introduce	Reinforce	Reinforce	Reinforce	Practice	Reinforce	Reinforce	Reinforce
FRN210	Practice	Practice	Reinforce	Practice	Reinforce	Practice	Reinforce	Practice	Practice	Practice	Reinforce	Practice
GER202	Reinforce	Practice	Reinforce	Reinforce	Introduce	Reinforce	Reinforce	Reinforce	Reinforce	Reinforce	Reinforce	Reinforce
GER210	Practice	Practice	Reinforce	Practice	Reinforce	Practice	Reinforce	Practice	Practice	Practice	Reinforce	Practice
HUM101	Practice	Introduce	Introduce	Introduce	Practice	Practice	Reinforce	Practice	Introduce	NR	Reinforce	Practice
HUM102	Practice	Introduce	Introduce	Introduce	Practice	Practice	Reinforce	Practice	Introduce	NR	Reinforce	Practice
HUM103	Practice	Introduce	Introduce	Introduce	Practice	Practice	Reinforce	Practice	Introduce	NR	Practice	Practice
HUM104	Practice	Practice	Practice	Practice	Reinforce	Practice	Practice	Practice	Reinforce	Introduce	Practice	Practice
HUM105	Practice	Reinforce	Practice	Practice	Practice	Practice	Practice	Practice	Introduce	NR	Practice	Practice
HUM110	Practice	Practice	Practice	Practice	Practice	Practice	Practice	Practice	Practice	Practice	Practice	Practice
HUM120	Reinforce	Introduce	Reinforce	Reinforce	Reinforce	Reinforce	Reinforce	Practice	Introduce	NR	Practice	Practice
HUM125	Practice	Introduce	Reinforce	Reinforce	Reinforce	Reinforce	Reinforce	Practice	Introduce	NR	Practice	Practice
JPN202	Reinforce	Practice	Introduce	Introduce	Introduce	Reinforce	Reinforce	Reinforce	Reinforce	Reinforce	Reinforce	Reinforce
LIT105	Practice	Introduce	Practice	Practice	NR	Practice	Practice	Practice	Practice	NR	NR	Introduce
LIT110	Practice	Introduce	Practice	Practice	NR	Practice	Practice	Practice	Practice	NR	NR	Introduce
LIT112	Practice	Introduce	Practice	Practice	NR	Practice	Practice	Practice	Practice	NR	NR	Introduce



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LIT115	Practice	Introduce	Practice	Practice	NR	Practice	Practice	Practice	Practice	NR	NR	Introduce
LIT206	Practice	Introduce	Practice	Practice	NR	Practice	Practice	Practice	Practice	NR	Practice	Practice
LIT207	Practice	Introduce	Practice	Practice	NR	Practice	Practice	Practice	Practice	NR	Practice	Practice
LIT208	Practice	Introduce	Practice	Practice	NR	Practice	Practice	Practice	Practice	NR	Practice	Practice
LIT210	Practice	Introduce	Practice	Practice	NR	Practice	Practice	Practice	Practice	NR	Practice	Introduce
LIT221	Practice	Introduce	Practice	Practice	NR	Practice	Practice	Practice	Practice	NR	Practice	Introduce
LIT222	Practice	Introduce	Practice	Practice	NR	Practice	Practice	Practice	Practice	NR	Practice	Introduce
LIT223	Practice	Introduce	Practice	Practice	NR	Practice	Practice	Practice	Practice	NR	Practice	Introduce
LIT224	Practice	Introduce	Practice	Practice	NR	Practice	Practice	Practice	Practice	NR	Practice	Reinforce
LIT231	Practice	Introduce	Practice	Practice	NR	Practice	Practice	Practice	Practice	NR	Practice	Introduce
LIT232	Practice	Introduce	Practice	Practice	NR	Practice	Practice	Practice	Practice	NR	Practice	Introduce
MUS103	Introduce	Introduce	NR	Introduce	Practice	NR	Introduce	Introduce	Introduce	NR	Introduce	Practice
MUS104	NR	NR	NR	NR	NR	Practice	Reinforce	Practice	Introduce	Introduce	Reinforce	Practice
MUS120	Practice	Introduce	Introduce	Reinforce	NR	Reinforce	Reinforce	Practice	Reinforce	Reinforce	Reinforce	Reinforce
PHI101	Practice	Reinforce	Introduce	Practice	NR	Practice	Reinforce	Introduce	Reinforce	Reinforce	Reinforce	Reinforce
PHI105	Practice	Reinforce	Reinforce	Practice	NR	Practice	Practice	Reinforce	Reinforce	NR	Practice	Practice
PHI115	Practice	Reinforce	Reinforce	Practice	NR	Practice	Practice	Reinforce	Reinforce	NR	Practice	Practice
PHI160	Practice	Reinforce	Reinforce	Practice	NR	Practice	Practice	Practice	Reinforce	NR	Practice	Practice
PHI205	Practice	Reinforce	Reinforce	Practice	NR	Practice	Practice	Practice	Reinforce	NR	Practice	Practice
PHI215	Practice	Reinforce	Reinforce	Practice	NR	Practice	Practice	Practice	Reinforce	NR	Practice	Practice
PHI220	Practice	Reinforce	Reinforce	Practice	NR	Practice	Practice	Practice	Reinforce	NR	Practice	Practice
PHI231	Practice	Reinforce	Reinforce	Practice	NR	Practice	Practice	Practice	Reinforce	NR	Practice	Practice
PHI232	Practice	Reinforce	Reinforce	Practice	NR	Practice	Practice	Practice	Reinforce	NR	Practice	Practice
SGN210	Reinforce	Practice	Practice	Practice	Reinforce	Reinforce	Practice	Practice	Introduce	NR	Practice	Practice
SPA202	Practice	Practice	Reinforce	Practice	Reinforce	Practice	Practice	Practice	Practice	Practice	Practice	Practice
SPA210	Practice	Practice	Practice	Practice	Practice	Practice	Practice	Practice	Practice	Practice	Practice	Practice
SPE101	Practice	Practice	Practice	Reinforce	Introduce	Practice	Practice	Practice	Practice	Reinforce	Reinforce	Introduce
SPE111	Practice	Reinforce	Introduce	Practice	Reinforce	Practice	Practice	Practice	Introduce	Introduce	Reinforce	Reinforce
SPE121	Practice	Practice	Practice	Reinforce	Practice	Practice	Practice	Practice	Practice	Practice	Practice	Practice
Mathematics and Science												
AST100	Practice	NR	NR	Practice	Practice	Reinforce	NR	Practice	Reinforce	Practice	Practice	Introduce
AST101	Practice	NR	NR	Practice	Practice	Reinforce	NR	Practice	Practice	Practice	Practice	Introduce
AST112	Practice	NR	NR	Practice	Practice	Reinforce	NR	Practice	Practice	Practice	Practice	Introduce
AST115	Practice	NR	NR	Practice	Practice	Reinforce	NR	Practice	Practice	Practice	Practice	Introduce
BIO101	Introduce	Introduce	Introduce	Introduce	NR	Reinforce	Reinforce	Reinforce	Reinforce	Introduce	Reinforce	NR
BIO103	Reinforce	Introduce	NR	Reinforce	NR	Practice	Practice	Practice	Introduce	Introduce	Practice	Practice



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BIO104	Reinforce	Introduce	Introduce	Practice	Practice	Practice	Introduce	Practice	Reinforce	Practice	NR	NR
BIO105	Practice	Practice	Reinforce	Practice	Practice	Reinforce	Practice	Practice	Practice	Practice	Practice	Practice
BIO110	Practice	NR	Practice	Introduce	Reinforce	Practice	Practice	Practice	Introduce	NR	Reinforce	Practice
BIO120	Practice	Practice	Practice	Practice	Practice	Practice	Reinforce	Practice	Practice	Practice	Practice	Practice
BIO130	Practice	Practice	Reinforce	Practice	Practice	Practice	Practice	Practice	Practice	Practice	Practice	Reinforce
BIO135	NR	NR	NR	Introduce	Introduce	Introduce	NR	Reinforce	NR	NR	Practice	NR
BIO136	NR	NR	NR	Introduce	Introduce	Introduce	NR	Reinforce	NR	NR	Practice	NR
BIO140	Reinforce	Reinforce	Reinforce	Introduce	Introduce	Reinforce	Reinforce	Reinforce	Introduce	Introduce	Practice	NR
BIO150	Reinforce	Practice	Practice	Practice	Practice	Practice	Practice	Practice	Practice	Practice	Practice	Practice
BIO160	Reinforce	NR	Reinforce	Practice	Practice	Reinforce	Reinforce	Practice	Reinforce	Introduce	Introduce	Introduce
CHM100	Practice	Practice	Introduce	Practice	Practice	Introduce	Introduce	Reinforce	Introduce	Reinforce	Reinforce	NR
CHM105	Practice	Reinforce	Introduce	Reinforce	Introduce	Reinforce	Introduce	Reinforce	Introduce	Introduce	Reinforce	NR
CHM110	Practice	Reinforce	Introduce	Practice	Practice	Reinforce	Reinforce	Reinforce	Introduce	Practice	Reinforce	NR
CHM121	Introduce	Introduce	NR	Introduce	Reinforce	NR	NR	Introduce	NR	Introduce	Reinforce	Introduce
GEO101	Practice	Reinforce	NR	Practice	Practice	Practice	Introduce	Reinforce	Introduce	NR	Introduce	NR
GEO103	Practice	Practice	Introduce	Practice	Practice	Practice	Practice	Practice	Reinforce	Introduce	Introduce	Introduce
MTH101	Reinforce	Practice	Reinforce	Practice	Practice	Practice	Reinforce	Practice	Reinforce	Practice	Practice	Reinforce
MTH124	Practice	NR	NR	NR	Reinforce	NR	Practice	Practice	NR	Practice	NR	NR
MTH131	Reinforce	Reinforce	NR	NR	Practice	Introduce	Introduce	Reinforce	Introduce	NR	Introduce	Introduce
MTH134	Practice	NR	NR	NR	Practice	NR	Practice	Practice	NR	Practice	NR	NR
MTH165	Reinforce	NR	NR	NR	Reinforce	Practice	Practice	Practice	NR	Practice	NR	NR
MTH200	Practice	NR	Introduce	Introduce	Reinforce	Practice	Practice	Introduce	NR	Practice	NR	NR
MTH201	Practice	NR	Introduce	Introduce	Reinforce	Reinforce	Introduce	Introduce	NR	Introduce	NR	NR
MTH202	Practice	NR	Introduce	Introduce	Reinforce	Reinforce	Introduce	Introduce	NR	Introduce	NR	NR
MTH220	Practice	NR	Practice	Introduce	Practice	Practice	NR	Practice	Introduce	Introduce	Introduce	NR
PHS101	Introduce	NR	NR	Introduce	Practice	NR	Introduce	Introduce	Introduce	NR	NR	NR
PHS105	Reinforce	NR	NR	Introduce	Practice	Reinforce	Reinforce	Practice	Introduce	NR	NR	NR
PHS111	Introduce	NR	NR	Introduce	Practice	NR	Introduce	Introduce	Introduce	Introduce	NR	NR
PHS112	Introduce	NR	NR	Introduce	Practice	Introduce	Introduce	Introduce	Introduce	NR	NR	NR
PHS115	Introduce	NR	NR	NR	Practice	Introduce	Introduce	Introduce	Introduce	Introduce	NR	NR
PHY121	Reinforce	Introduce	NR	Introduce	Practice	Reinforce	Reinforce	Reinforce	Reinforce	Reinforce	Introduce	NR
PHY201	Reinforce	Introduce	NR	Introduce	Practice	Reinforce	Reinforce	Reinforce	Reinforce	Reinforce	Introduce	NR
CHM103	Reinforce	Reinforce	NR	Introduce	Introduce	Reinforce	Reinforce	Reinforce	Introduce	Introduce	Reinforce	NR



**Students who successfully complete this program will be able to:****Accounting Associate**

1. apply knowledge of basic accounting and bookkeeping procedures.
2. demonstrate a working knowledge of microcomputers and current accounting software including MS Excel and Peachtree.
3. utilize interpersonal written and oral communication skills.
4. update knowledge of rapid changes in the field, such as new tax laws.
5. perform detailed work with a high degree of accuracy.

**Architectural Studies – Design Option**

1. display sufficient knowledge and skills to begin pre-professional careers in architectural practice and related fields within the building industry.
2. imagine and visualize a three-dimensional image.
3. understand design concepts and theories.
4. create architectural designs that satisfy both aesthetic and technical requirements.
5. work independently and/or as a member of a diverse team.
6. make use of basic planning and time management skills.

**Architectural Studies – Technical Option**

1. produce a set of construction documents including site plans, floor plans, elevations and details expected for an entry level employee.
2. possess sufficient knowledge and skills to begin pre-professional careers in architectural practice and related fields within the building industry.
3. be proficient in the use of industry standard computer aided drafting software.
4. demonstrate knowledge of construction principles, techniques and codes.
5. understand and use standard methods of presentation including but not limited to manual drafting, model making, rendering and computer drawing.
6. possess personal and social skills in expression and communication by speaking, writing and sketching.
7. work independently and/or as a member of a diverse team.
8. make use of basic planning and time management skills.

**Cardiac Technology**

1. have sufficient clinical knowledge to function as an entry level sonographer in a healthcare setting.
  - a. have sufficient sonographic knowledge to function as an entry level sonographer in a healthcare setting.
  - b. have sufficient physics and instrumentation knowledge necessary to function as an entry level sonographer in a healthcare setting.
  - c. have sufficient general medical knowledge (anatomy, physiology, pathophysiology, pharmacology) to function as an entry level sonographer in a healthcare setting.
  - d. have sufficient healthcare knowledge to function as an entry level sonographer in a healthcare setting.
2. have sufficient clinical skills to function as entry level sonographer in a healthcare setting.
  - a. be prepared to perform an appropriate range of sonographic procedures in the specialty area for which he or she trained.
  - b. efficiently perform comprehensive and diagnostic ultrasound examinations.
  - c. perform basic patient assessment and care.
  - d. be familiar with advanced sonographic procedures and modalities (Digital, 3/4D, invasive procedures).
3. have sufficient professional skills to function as an entry level sonographer in a healthcare setting.
  - a. communicate effectively (written and verbal) with patients and members of the healthcare team.
  - b. conduct him/herself in an ethical and professional manner.
  - c. function effectively as a member of a healthcare team.
  - d. follow established lab and hospital policy and procedure.
4. be prepared to succeed as an entry level sonographer.
  - a. be positioned to secure work as an entry level sonographer.
  - b. be prepared to secure their ARDMS credentials.
  - c. know the importance of participating in professional development opportunities and keeping abreast of emerging technologies.
  - d. understand how ergonomics and personal wellness contribute to longevity in the field.

**Students who successfully complete this program will be able to:****Certified Nursing Assistant Certificate**

1. identify the organization of the health care institution and its function.
2. communicate effectively with patients, family and staff.
3. give simple emotional and psychological support to the patient and family members.
4. establish and maintain a safe and pleasant environment.
5. follow the nursing care plan in providing care.
6. demonstrate basic nursing skills while caring for patients.
7. report observations related to the patient's condition to an immediate supervisor.
8. record observations and maintain records specific to the long-term facility and/or hospital or home health agency.

**Computer Information Systems – Computer Forensics and Security**

1. apply basic computer hardware, software and information technology concepts and techniques to a variety of business environments.
2. install, configure, upgrade and maintain personal computer hardware and operating systems.
3. install, configure and troubleshoot basic networking hardware and protocols.
4. apply fundamental security concepts to network communication, infrastructure and operations.
5. design, implement and document a security policy and disaster recovery plan for a small-business network.
6. demonstrate professional and effective communication skills.

**Computer Information Systems – Computers in Business, Applications**

1. apply basic computer hardware, software and information technology concepts and techniques to a variety of business environments.
2. demonstrate proficiency in applying common business productivity software to business functions, including word processing, spreadsheet, database and presentation applications.
3. identify software to be used to address specific business needs/problems.
4. demonstrate organizational skills and the ability to use reference materials and online resources.
5. provide support for users of operating systems, applications and computer information systems.
6. demonstrate professional and effective communication skills.

**Computer Information Systems – Computers in Business, Computer Desktop Support**

1. apply basic computer hardware, software and information technology concepts and techniques to a variety of business environments.
2. apply common business productivity software to business functions, including word processing, spreadsheet, database and presentation applications.
3. install, configure, upgrade and maintain personal computer hardware and operating systems.
4. install, configure and troubleshoot basic networking hardware and protocols.
5. provide support for users of operating systems, applications and computer information systems.
6. demonstrate professional and effective communication skills.

**Computer Information Systems – Computers in Business, Database Management**

1. apply basic computer hardware, software and information technology concepts and techniques to a variety of business environments.
2. apply common business productivity software to business functions, including word processing, spreadsheet, database and presentation applications.
3. design and implement a relational database that meets client requirements.
4. install, configure and administer database management systems.
5. install, configure, upgrade and maintain personal computer hardware and operating systems.
6. install, configure and troubleshoot basic networking hardware and protocols.
7. demonstrate professional and effective communication skills.

**Students who successfully complete this program will be able to:****Computer Information Systems – Computers in Business, Management Information Systems**

1. apply basic computer hardware, software and information technology concepts and techniques to a variety of business environments.
2. apply common business productivity software to business functions, including word processing, spreadsheet, database and presentation applications.
3. design and implement a relational database that meets client requirements.
4. install, configure and troubleshoot basic networking hardware and protocols.
5. describe e-commerce business concepts related to information technology, promotion and marketing, international issues, legal implications and ethical issues.
6. demonstrate project management best practices and principles.
7. demonstrate professional and effective communication skills.

**Computer Information Systems – Computers in Business, Network Administration**

1. apply basic computer hardware, software and information technology concepts and techniques to a variety of business environments.
2. apply common business productivity software to business functions, including word processing, spreadsheet, database and presentation applications.
3. install, configure, upgrade and maintain personal computer hardware and operating systems.
4. install, configure and troubleshoot basic networking hardware and protocols.
5. provide support for users of operating systems, applications and computer information systems.
6. apply fundamental security concepts to network communication, infrastructure and operations.
7. design, implement and document a small-business network.
8. demonstrate professional and effective communication skills.

**Computer Information Systems – Software Development**

1. apply the Software Development Life Cycle.
2. employ industry-accepted coding practices and standards.
3. implement object oriented software solutions.
4. employ various code level debugging techniques.
5. utilize software development tools.
6. use database management systems to create and maintain data.
7. perform functional software testing.
8. code and publish standards-compliant, accessible web documents with HTML, XHTML, CSS and JavaScript.

**Computer Information Systems – Web Development, E-Learning Development**

1. apply basic computer hardware, software and information technology concepts and techniques to a variety of business environments.
2. identify, describe and apply best practices of web design.
3. code and publish standards-compliant, accessible web documents using HTML, XHTML, CSS and JavaScript.
4. evaluate web sites and educational materials for accessibility compliance and usability.
5. design, create and optimize graphics and Flash multimedia for use in e-learning.
6. apply instructional design concepts using e-learning tools and technologies to create web-based multimedia e-learning content for adult learners.
7. demonstrate professional and effective communication skills.

**Computer Information Systems – Web Development, Web Application Development**

1. apply basic computer hardware, software and information technology concepts and techniques to a variety of business environments.
2. identify, describe and apply best practices of web design.
3. code and publish standards-compliant, accessible web documents using HTML, XHTML, CSS and JavaScript.
4. evaluate web sites for accessibility compliance and usability.
5. utilize a server-side scripting language and a database to create a dynamic website.
6. describe e-commerce business concepts related to information technology, promotion and marketing, international issues, legal implications and ethical issues.
7. demonstrate professional and effective communication skills.

**Students who successfully complete this program will be able to:****Computer Information Systems – Web Development, Web Visual Design**

1. apply basic computer hardware, software and information technology concepts and techniques to a variety of business environments.
2. identify, describe and apply best practices of web design.
3. code and publish standards-compliant, accessible web documents using HTML, XHTML, CSS and JavaScript.
4. evaluate web sites for accessibility compliance and usability.
5. design, create and optimize graphics and Flash multimedia for the Web.
6. describe e-commerce business concepts related to information technology, promotion and marketing, international issues, legal implications and ethical issues.
7. demonstrate professional and effective communication skills.

**Dental Hygiene**

1. utilize the dental hygiene process of care - assessment, diagnosis, planning, implementation and evaluation (ADPIE) - to provide comprehensive, quality patient care.
2. using evidence-based criteria, critically evaluate the validity of new information, technological advances, new products and/or techniques and their relevance to the practice of dental hygiene.
3. provide individualized patient educational services, to promote optimal oral health.
4. initiate and provide oral health related programs that are responsive to changing dental health care needs of the public.
5. make professional decisions affecting the practice of dental hygiene that satisfy legal, ethical and societal principles.
6. advance professional growth by participating in professional activities and continuing education.

**Diagnostic Medical Sonography**

1. have sufficient clinical knowledge to function as an entry level sonographer in a healthcare setting.
  - a. have sufficient sonographic knowledge to function as an entry level sonographer in a healthcare setting.
  - b. have sufficient physics and instrumentation knowledge necessary to function as an entry level sonographer in a healthcare setting.
  - c. have sufficient general medical knowledge (anatomy, physiology, pathophysiology, pharmacology) to function as an entry level sonographer in a healthcare setting.
  - d. have sufficient healthcare knowledge to function as an entry level sonographer in a healthcare setting.
2. have sufficient clinical skills to function as entry level sonographer in a healthcare setting.
  - a. be prepared to perform an appropriate range of sonographic procedures in the specialty area for which he or she trained.
  - b. efficiently perform comprehensive and diagnostic ultrasound examinations.
  - c. perform basic patient assessment and care.
  - d. be familiar with advanced sonographic procedures and modalities (Digital, 3/4D, invasive procedures).
3. have sufficient professional skills to function as an entry level sonographer in a healthcare setting.
  - a. communicate effectively (written and verbal) with patients and members of the healthcare team.
  - b. conduct him/herself in an ethical and professional manner.
  - c. function effectively as a member of a healthcare team.
  - d. follow established lab and hospital policy and procedure.
4. be prepared to succeed as an entry level sonographer.
  - a. be positioned to secure work as an entry level sonographer.
  - b. be prepared to secure their ARDMS credentials.
  - c. know the importance of participating in professional development opportunities and keeping abreast of emerging technologies.
  - d. understand how ergonomics and personal wellness contribute to longevity in the field.

**Dietetic Technician**

1. apply basic managerial functions in the provision of nutrition related services.
2. perform nutrition screening and components of the Nutrition Care Process for people and groups from diverse cultures and across the lifespan.
3. demonstrate professional beliefs, values, attitudes and behaviors for the dietetic technician level of practice.
4. demonstrate basic research, problem solving and critical thinking skills.

**Students who successfully complete this program will be able to:****Early Childhood Education**

1. demonstrate an understanding of young children's development to create learning environments that are appropriate for all children. (NAEYC standard 1)
2. create relationships that support and empower families and community. (NAEYC standard 2)
3. use assessment strategies to positively influence children's development and learning. (NAEYC standard 3)
4. design, implement and evaluate experiences that promote positive development and learning for all young children. (NAEYC standard 4)
5. identify and conduct themselves as informed, ethical and collaborative members of the early childhood profession. (NAEYC standard 5)

**Electronics Engineering Technology**

1. apply electrical safety procedures in the field or the laboratory.
2. demonstrate effective soldering techniques and safely use standard hand tools and test instrumentation to prototype, analyze, maintain, troubleshoot and repair electrical or electronic equipment with a minimum of supervision.
3. read technical and service manuals containing wiring, schematic and printed circuit board diagrams.
4. understand concepts of matter and energy and how they relate to the components that generate, carry or control electricity.
5. understand basic electric, magnetic and electromagnetic field relationships.
6. understand electrical quantities, symbols, units, laws and principles and their interrelationships and application.
7. analyze series, parallel and series-parallel DC, AC and RF networks.
8. analyze single time constant circuits, single and three-phase steady state AC circuits, filters and RLC resonant circuits.
9. understand semiconductor device applications, operation and fabrication, and analyze analog and digital circuits employing diodes, transistors, integrated circuits and displays.
10. understand contemporary wireless communications system applications, operation and analysis.

**Emergency Management Systems**

1. evaluate and analyze simple and complex, natural and man-made disasters.
2. collaborate with other officials in order to prepare and analyze damage assessments following a disaster incident.
3. conduct surveys to determine the types of emergency-related needs in local disaster planning.
4. coordinate disaster response or crisis management activities such as ordering evacuations and open shelters.
5. direct emergency response teams and provide on-site investigations.
6. develop and perform tests and evaluations of emergency management plans in accordance with state and federal regulations.
7. administer public emergency recovery programs.
8. design and administer emergency/disaster training programs to the general public.
9. understand federal, state, county and local regulations and details that affect emergency response and disaster control.
10. inspect facilities and equipment such as emergency response centers and communications equipment for readiness.

**Emergency Medical Services**

1. understand theoretical foundations of the profession.
2. be proficient in performing psychomotor skills.
3. understand the integration of this practice as it fits within the greater whole of the health care continuum. Include the ability to use conceptual and technical skills in the right context.
4. integrate theory and practice to competently perform the role of a paramedic.
5. change with evolutions in medicine or modify the care of one patient based on changing clinical presentations.
6. demonstrate professional behavior through professional identity, ethical standards, scholarly concern for improvement and motivation for continued learning.
7. demonstrate integrity, empathy, self-motivation, appearance and personal hygiene, self-confidence, communications, time management, teamwork and diplomacy, respect, patient advocacy and careful delivery of service.

**Students who successfully complete this program will be able to:****Fashion Design**

1. use appropriate terminology in construction, design, historical and technical areas.
2. demonstrate mastery of design principles and elements.
3. develop and execute illustrated designs in multiple techniques.
4. execute design development in multiple fabrics and styles.
5. apply both drafting and draping techniques in garment design.
6. complete garment details with appropriate construction techniques.
7. develop basic patterns using computer aided design.
8. demonstrate knowledge of fashion's response to cultural, scientific and technological advances.
9. locate the resources necessary to determine current trends in color, silhouette and fabrics.
10. demonstrate ability to work independently and/or as a member of a diverse team.

**Fashion Merchandising**

1. apply industry terminology in appropriate situations.
2. recognize individual strengths and how they apply to a chosen career path.
3. create visual presentations using design principles.
4. apply problem solving techniques in the workplace.
5. utilize successful communication skills in employment situations.
6. develop display techniques in merchandising.
7. describe the social, cultural and economic forces that determine the fashions of contemporary society.
8. recognize major fashion developments throughout history.
9. utilize basic marketing tools.

**Financial Services – Banking Option**

1. understand the internal operations of a financial institution.
2. understand monetary policy; e.g., the function of the Federal Reserve System and its implications within the Finance industry.
3. demonstrate skills and knowledge necessary to analyze personal and corporate financial statements for potential credit extension.
4. understand the U.S. economic role in a global society.
5. demonstrate good communications skills to interact with customers and co-workers.

**Financial Services – Commercial Credit Option**

1. demonstrate knowledge necessary to analyze financial statements for possible extension of commercial credit.
2. understand the role of business-to-business credit as a factor of economic growth.
3. demonstrate good communications skills to participate effectively in business.
4. understand the role of financial institutions within our economy.
5. understand the role of the Federal Reserve System and its effect on interest rates and availability of credit.

**Financial Services – Finance Option**

1. understand the role of corporate finance within our economy.
2. understand the role of the Federal Reserve System and its effect on interest rates and credit availability.
3. demonstrate good communication skills within a business environment.
4. demonstrate the ability to analyze financial statements for credit extensions or investments.

**Fire Science Technology**

1. apply skills to identify and solve firefighting problems.
2. apply tactics and strategies to emergency fire incidents.
3. utilize technical fire protective and suppression equipment.
4. demonstrate fire safety and emergency scene safety procedures.
5. demonstrate fire prevention procedures and techniques.
6. determine the origin and causes of fires.
7. demonstrate knowledge of arson investigation procedures.
8. respond to emergencies related to hazardous materials.
9. demonstrate ability to function as a member of a team.
10. demonstrate physical fitness and health consciousness.



**Students who successfully complete this program will be able to:****Forensic Science**

1. identify the different types of evidence.
2. demonstrate knowledge of the legal and scientific aspects of evidence.
3. demonstrate the basic methods of applying scientific principles to the function of collection and preservation of physical evidence.
4. demonstrate the duties and responsibilities of the first officer on the scene.
5. demonstrate the basic methods of crime scene searches.
6. demonstrate knowledge of the basic methods of crime scene photography.
7. demonstrate knowledge of the basic methods of crime scene sketching.
8. demonstrate the basic methods of locating and preserving latent prints.
9. demonstrate the basic methods of locating and preserving trace and impression evidence.
10. demonstrate the basic methods of locating and preserving blood and other biological evidence.
11. demonstrate knowledge of the basic methods of firearms identification, examination and comparison.
12. demonstrate the basic methods used to locate and preserve arson and explosive evidence.
13. demonstrate knowledge of the types of physical evidence associated with burglaries.
14. demonstrate knowledge of the types of physical evidence associated with sexual assaults.
15. demonstrate knowledge of the types of evidence associated with death investigations.
16. demonstrate the basic methods of computer forensics.

**Graphic Arts Technology – Creative Design Option**

1. demonstrate strong visual skills and graphic design.
2. demonstrate strong typography ability and principles of design knowledge.
3. utilize all graphic applications in designs created.
4. comprehend the graphic arts workflow from design through print and finishing.
5. comprehend color management requirements in a graphic arts environment.
6. create acceptable print ready digital graphic files using industry standard preflight criteria.
7. demonstrate basic knowledge and procedures in prepress, pressroom and bindery operations.
8. exhibit good communication skills to participate in a visual communications industry.

**Graphic Arts Technology – Print Production Option**

1. demonstrate skills and knowledge in Print Production.
2. comprehend the graphic arts workflow from design through print and finishing.
3. exhibit a core understanding of project management in a graphics workflow.
4. analyze and comprehend paper and ink needs in the graphic arts print industry.
5. comprehend and demonstrate color management requirements and techniques in a GRA workflow.
6. utilize all graphic applications.
7. create acceptable print ready digital graphics files using industry standard preflight criteria.
8. perform basic operations and procedures in prepress, pressroom and bindery.
9. exhibit good communication skills to participate in a visual communications industry.

**Graphic Arts Technology – Web Design Certificate**

1. demonstrate strong visual skills through graphic design.
2. demonstrate strong typography ability and principles of design knowledge.
3. utilize graphic applications in layout and design.
4. create acceptable print and web ready graphic files using industry standard preflight criteria.
5. demonstrate ability to code and publish accessible web documents that are industry compliant.
6. design, create and optimize graphics and Flash multimedia for Web.
7. demonstrate skills and knowledge utilizing features of web authoring tools.
8. exhibit good communication skills to participate in a visual communications industry.

**Students who successfully complete this program will be able to:****Health Care Office Manager**

1. communicate effectively with employees, patients and all members of the health care team.
2. use interpersonal and communication skills effectively to build and maintain cooperative working relationships.
3. demonstrate knowledge of general management functions.
4. understand the functions of medical office management.
5. demonstrate knowledge of bookkeeping, insurance, collections and managed care systems.
6. demonstrate knowledge of medical office health and safety regulations.
7. demonstrate an understanding of the legal implications and responsibilities related to the functioning of a medical office.
8. perform operational and maintenance functions (inventory of supplies, equipment, maintenance of equipment).
9. utilize computer software to maintain office systems.

**Heating Ventilation and Air Conditioning Technology**

1. use tools of the trade to properly cut, bend, form, flare, solder and braze refrigeration copper tubing.
2. utilize several techniques for locating refrigerant leaks and make repairs on a refrigeration system.
3. operate a recovery machine to properly recover refrigerant from a refrigeration system to a recovery cylinder.
4. properly charge refrigeration & air-conditioning system.
5. troubleshoot refrigeration and air conditioning systems.
6. read, interpret and draw electrical schematic diagrams of HVAC equipment.
7. electrically test and determine the conditions of controls and components of HVAC equipment with a multi-meter.
8. take pressure temperature readings, graph linear measurements and perform mathematical calculations.
9. gather data and information on HVAC equipment, components and controls.
10. recognize tool / instruments of the HVAC Trade and know how to properly use them with HVAC equipment.

**Hospitality Management – Food Service Operations Option**

1. interpret general management concepts relating to food, beverage and the overall menu.
2. utilize sales techniques leading to quality customer service and guest satisfaction.
3. monitor food production standards and results.
4. identify and promote safe food handling practices.
5. demonstrate a knowledge of general sales, inventory and cost control systems.
6. demonstrate quality supervisory and people skills.

**Hospitality Management – Hotel Operations Management Option**

1. apply basic business concepts used within the hospitality and lodging field.
2. exhibit professional behavior and actions appropriate for the hospitality and lodging industry.
3. recognize and apply sales and marketing concepts leading to quality customer service.
4. demonstrate basic food and beverage management and safety skills.
5. understand the importance of good organizational and departmental communication within a traditional hospitality or lodging entity.
6. demonstrate quality supervisory and people skills.

**Interior Design**

1. collect, analyze and prioritize data about client needs.
2. formulate design concepts and special solutions that are appropriate, functional and aesthetic.
3. apply the elements and principles of design to interior environments.
4. create and present design solutions in two and three dimensions.
5. verbally and visually communicate and justify design solutions that reflect sensitivity to client needs.
6. prepare design and construction drawings, specifications and estimates utilizing both manual presentation skills and computer applications.
7. develop design solutions as they relate to greater societal, environmental and economic issues.
8. apply the history of interiors, architecture and aesthetics to design solutions.
9. apply the laws, codes, regulations, standards and practices that protect the health, safety and welfare of the public.
10. demonstrate knowledge and application of business, professional and ethical practices in design.



**Students who successfully complete this program will be able to:****Law Enforcement/Justice Administration**

1. understand the criminal justice system in the U.S. through an examination of its subsystems -- law enforcement, the courts and corrections.
2. understand police organizations through the study of the objectives, activities and relationships of the operating sub-units that form a contemporary police department.
3. identify the role of interaction between the police and the community to prevent and control crime.
4. distinguish between the cause of the problem and the symptom of a problem.
5. describe the steps to identify the demographics of the community and recognize and meet the needs of a diverse public.
6. demonstrate the ability to recognize methods for evaluating satisfaction and success in community policing activities.
7.
  - a. understand and recognize appropriate procedures to stop, detain and arrest.
  - b. search and seize.
  - c. understand wiretap and eavesdropping procedures.
  - d. interrogate witnesses and suspects to obtain confessions.
8. recognize terrorism threats and accurately predict police response to the threat.

**Maintenance Technology**

1. operate common hand tools, electrical test equipment and power tools used in the maintenance trade in a safe and efficient manner.
2. troubleshoot basic maintenance issues involving plumbing, carpentry, electrical wiring and HVAC.
3. read and interpret basic blueprints, shop drawings and electrical schematics.
4. have knowledge and skills to safely perform basic welding repairs.
5. have a basic understanding of belts, bearings and mechanical drives.
6. have basic mathematics skills to be able to measure, calculate and estimate needed supplies and costs.
7. have a basic understanding of fire prevention.
8. have basic computer skills needed for communication and record keeping.

**Management**

1. apply managerial principles to decision making.
2. think critically on management issues.
3. participate effectively on team or group projects to achieve a common goal.
4. analyze internal and external organization information.
5. understand the role of business in society.
6. differentiate between various organizational structures.
7. define the functions of managers and the skills needed to be effective.

**Marketing**

1. understand the marketing mix in relation to a product, its price, placement and promotion.
2. understand target market segmentation and how marketers target and define consumer and business market segments.
3. understand how marketing research is implemented and utilized in making successful decisions.
4. demonstrate the ability to develop a comprehensive marketing plan.
5. demonstrate exceptional writing and oral presentation skills.
6. understand the internal and external forces that impact marketing planning.
7. understand the consumer buying behavior process.
8. demonstrate strong team building, communication, conflict management and human relations skills.

**Students who successfully complete this program will be able to:****Marketing, Marketing Communications**

1. understand the marketing mix in relation to a product, its price, placement and promotion.
2. understand target market segmentation and how marketers target and define consumer and business market segments.
3. understand how marketing research is implemented and utilized in making successful decisions.
4. demonstrate the ability to develop a comprehensive marketing plan.
5. demonstrate exceptional writing and oral presentation skills.
6. understand the internal and external forces that impact marketing planning.
7. understand the consumer buying behavior process.
8. demonstrate strong team building, communication, conflict management and human relations skills.
9. demonstrate creative writing skills and the ability to develop various and comprehensive marketing communications materials.

**Marketing, Retail**

1. understand the marketing mix in relation to a product, its price, placement/and promotion.
2. understand target market segmentation and how marketers target and define consumer and business market segments.
3. understand how marketing research is implemented and utilized in making successful decisions.
4. demonstrate the ability to develop a comprehensive retail store proposal.
5. demonstrate exceptional writing and oral presentation skills.
6. discuss and apply retail options including catalogs, home shopping, online and direct marketing.
7. understand the consumer buying behavior process.
8. demonstrate strong team building, communication, conflict management and human relations skills.
9. determine the appropriateness of retail locations and articulate the basics of trade area analysis.

**Marketing, Sales**

1. understand the marketing mix in relation to a product, its price, placement and promotion.
2. understand target market segmentation and how marketers target and define consumer and business market segments.
3. understand how marketing research is implemented and utilized in making successful decisions.
4. demonstrate the ability to develop a comprehensive marketing plan.
5. demonstrate elements of successful selling including communications styles, conversation and listening skills, telephone techniques and skills, personal appearance and body language, time and records management and territory planning.
6. understand the internal and external forces that impact marketing planning.
7. understand the consumer buying behavior process.
8. demonstrate strong team building, communication, conflict management and human relations skills.
9. plan, customize and conduct a sales presentation, including product demonstration, handling objections, opening and closing techniques, servicing a sale and the use of negotiation.

**Mass Communication**

1. understand the role of public relations and how this promotional element fits in the marketing mix.
2. write a press release, public service announcement, newsletter, feature article and other key public relations materials for print, broadcast and electronic media.
3. understand the role of media and how to professionally interact with key media intermediaries.
4. demonstrate the ability to develop a comprehensive public relations plan.
5. demonstrate exceptional writing and oral presentation skills.
6. plan and conduct various kinds of interviews.
7. understand special events planning and coordination, including sponsorship procurement and volunteer solicitation.
8. demonstrate strong team building, communication, conflict management and human relations skills.
9. demonstrate creative writing skills and the ability to develop various and comprehensive marketing communications materials.

**Students who successfully complete this program will be able to:****Medical Assistant Certificate**

1. coordinate and facilitate patient care throughout the ambulatory care setting.
2. effectively communicate with patients, families and members of the health care team.
3. perform clerical functions necessary to maintain medical office appointments, transcription and health care records.
4. maintain patient confidentiality.
5. apply basic billing and collection, insurance, coding and managed care guidelines to maintain office bookkeeping.
6. collect, process and transport specimens.
7. perform, assist and follow up on procedure and diagnostic tests.
8. perform within legal and ethical boundaries.
9. instruct patients regarding health maintenance and disease prevention, perform operational and maintenance functions such as inventory of supplies and equipment, routine maintenance of equipment.
10. utilize computer software to maintain office systems.

**Nanoscience Technology**

1. perform Structural Equation Modeling (SEM) and Statistical Parametric Mapping (SPM) analysis.
2. understand National Energy Modeling System (NEMS), Micro Electro-mechanical System (MEMS) and biochip functions, applications and their manufacturing processes.
3. examine nanotechnology's applications to disease or pathogens.
4. solve problems that incorporate several nanotechnology concepts.
5. use appropriate forms of mathematical reasoning to analyze nanotechnology problems.
6. apply principles of biochemistry to nanoscience.
7. gain a greater depth of knowledge for current nanotechnology topics as applied to biological and agricultural disciplines.
8. design and build models for nanomaterials.
9. practice safe and proper laboratory techniques and utilize these techniques outside the lab as well.
10. demonstrate the capability to function effectively in a research or industrial laboratory.

**Nursing**

1. provide safe, holistic care for a diverse population of clients.
2. utilize critical thinking skills to improve client outcomes.
3. communicate effectively with clients, families and members of the health care team.
4. collaborate with colleagues and other disciplines in health care to promote wellness.
5. practice nursing in compliance with legal, ethical and professional standards.
6. demonstrate a commitment to lifelong learning.

**Paralegal Studies**

1. demonstrate the skills necessary to gain employment.
2. perform legal research and writing projects such as a Law Office Memorandum.
3. understand the legal and ethical requirements associated with the practice of law.
4. complete major research projects utilizing Westlaw or LEXIS.
5. understand the role of the paralegal in the law office and how a paralegal can assist an attorney in the practice of law.
6. understand the litigation process and be able to draft pleadings and other documents commonly utilized in litigation.
7. demonstrate effective critical analysis, resolution of legal problems and the ability to communicate these results in a clear and effective manner both orally and in writing.
8. effectively organize documents needed in the prosecution or defense of a lawsuit.
9. understand common computer terminology utilized in the practice of law.
10. perform basic computer functions necessary for the law office.

**Students who successfully complete this program will be able to:****Paraprofessional Educator**

1. develop reading skills to be used for classroom instructional support.
2. develop mathematical computation and mathematical reasoning skills to be used for classroom instructional support.
3. develop writing skills to be used for classroom instructional support.
4. develop critical and creative thinking skills to become an effective decision maker and problem solver.
5. develop effective communication skills, including listening, speaking and writing for a variety of school settings.
6. develop a thorough understanding of the principles of child development, the learning process and instructional strategies; including the instruction of special-needs students.
7. identify and apply appropriate classroom management techniques based on knowledge of law.
8. identify and apply appropriate classroom mgt. techniques based on knowledge of school policies & procedures.
9. effectively utilize a variety of technologies for communication, problem solving and research.
10. identify technology tools/media used in the classroom to enhance teaching and learning.
11. utilize various technology tools/media used in the classroom to enhance teaching and learning.
12. develop skills to interact effectively with students, parents, teachers and administrators in a diverse school society.
13. develop interpersonal skills necessary to work in collaborate environments.
14. develop a comprehensive pre-professional portfolio that demonstrates knowledge of the profession.

**Practical Nursing Certificate**

1. provide safe, holistic care for a diverse population of clients.
2. utilize critical thinking skills to improve client outcomes.
3. communicate effectively with clients, families and members of the health care team.
4. collaborate with colleagues and other disciplines in health care to promote wellness.
5. practice nursing in compliance with legal, ethical and professional standards.
6. demonstrate a commitment to lifelong learning.

**Radiologic Technology**

1. be competent entry-level radiologic technologists.
2. apply critical thinking skills in any given situation.
3. display proper interpersonal communication skills.
4. demonstrate continuous professional growth and development.
5. effectively meet the needs of the community they serve.

**Sign Language Interpreting Certificate**

1. demonstrate an ability to problem solve.
2. demonstrate appropriate cross-cultural behaviors.
3. analyze source language and target language messages.
4. demonstrate knowledge of ethical and professional standards.
5. render an adequate interpretation from ASL to spoken English.
6. render an adequate interpretation from spoken English to ASL.

**Small Business Management**

1. identify the concepts and practices used in managing a small business.
2. develop a business concept and prepare a business plan.
3. evaluate the strengths, weaknesses, opportunities and threats of a new business concept.
4. identify the traits of successful entrepreneurs.

**Supply Chain Management**

1. identify the different segments related to supply chain management in the organization and how they interrelate.
2. describe the processes that are involved in the control and flow of materials throughout the supply chain.
3. discuss the role of technology and business techniques to plan and monitor the supply chain.
4. apply problem-solving skills to the solution of supply chain problems.
5. discuss the role of quality in supply chain management.

## Interior Design

### *Associate in Applied Science Degree*

Program Coordinator Jacque Mott  
847.925.6894  
jmott@harpercollege.edu  
Building H, Room H234

Living and working in a comfortable, functional environment contributes to a harmonious and productive lifestyle. Interior designers, because of their skill and training, are the professionals who can create such an environment.

Interior designers analyze the client's needs, goals and life/safety requirements; formulate preliminary design concepts that are functional and aesthetic; develop and present working drawings, floor plans, lighting plans and furniture plans; specify furniture and other material and finishes; and prepare and administer bids, contracts and professional services for the successful implementation of the final design solution.

The Interior Design program is designed for students interested in careers in the furnishings, design and sustainability industries. The program offers creative, artistic and challenging career opportunities.

The curriculum includes coursework in kitchen and bath design, residential and contract design, CAD programs, lighting, historical designs, architectural construction and detailing, perspective and rendering and three-dimensional design. Students are trained in professional practices and materials and how to access sources for designers.

Periodic field trips are required during which students learn about current design trends. Students are encouraged to have computers at home, although campus computer labs are available for student use.

A full-time student may complete this 72 credit-hour program in two years. Part-time options for completion are offered, as well. Classes are offered during the fall and spring, with minimal classes offered during the summer semester.

The Associate in Applied Science degree in Interior Design is accredited by the North Central Association of Colleges and Secondary Schools and may be used to meet the interior design education requirement for registration of Interior Designers in the State of Illinois and qualifications to take the National Council for Interior Design Qualification (NCIDQ) exam. The program is accredited by the National Kitchen and Bath Association (NKBA). Harper interior design graduates may take the Associate Kitchen and Bath Designer certification (AKBD) exam upon graduation.

### Did You Know?

Interior designers have a profound impact on how the indoor environment affects human health. Sustainable design is the foundation of design for the future.



### Program Outcomes

Students who successfully complete this program will be able to:

- collect, analyze and prioritize data about client needs.
- formulate design concepts and special solutions that are appropriate, functional and aesthetic.
- apply the elements and principles of design to interior environments.
- create and present design solutions in two and three dimensions.
- verbally and visually communicate and justify design solutions that reflect sensitivity to client needs.
- prepare design and construction drawings, specifications and estimates utilizing both manual presentation skills and computer applications.
- develop design solutions as they relate to greater societal, environmental and economic issues.
- apply the history of interiors, architecture and aesthetics to design solutions.
- apply the laws, codes, regulations, standards and practices that protect the health, safety and welfare of the public.
- demonstrate knowledge and application of business, professional and ethical practices in design.

### Career Opportunities

Career opportunities available to graduates of this program may include positions as a kitchen and bath designer; interior design assistant; assistant home furnishings buyer; retail designer or salesperson; manufacturer's representative; Merchandise Mart showroom manager; computer application (CAD) specialist for designers and architects; or lighting design specialist. Other specialties might include universal design, green design or perspective and rendering design.

For a complete overview to all related positions and job market and salary trends, please consult the **Occupational Outlook Handbook**: <http://www.bls.gov/OCO/>

harpercollege.edu

 Harper College



## Interior Design

Associate in Applied Science Degree<sup>♦</sup>

### FIRST YEAR

#### First Semester

ART	121	Design I.....	3
IND	100	Theory and Fundamentals of Design.....	2
IND	101	Interior Design Studio I.....	3
IND	103	History of Furniture and Interior Architecture....	3
IND	106	Materials and Sources.....	3
IND	110	Problem Solving and Design Communication...	<u>2</u>
			16

#### Second Semester

ART	130	History of Art I or	
ART	131	History of Art II or	
ART	132	History of Art III.....	3
ATE	105	Architectural CAD I.....	3
IND	102	Interior Design Studio II.....	3
IND	107	Interior Perspective and Rendering.....	3
IND	114	Codes for Interior Designers.....	2
IND	116	Interior Detailing and Construction Drawing.....	<u>3</u>
			17

#### Summer Semester

ENG	101 <sup>1</sup>	.....	3
SPE	101	Fundamentals of Speech Communication.....	<u>3</u>
			6

### SECOND YEAR

#### First Semester

IND	203	3-D Design Studio.....	3
IND	205	Historic Styles Studio.....	3
IND	206	Lighting for Interior Design.....	3
IND	220	CAD Studio.....	3
IND	230	Kitchen Design Studio.....	<u>3</u>
			15

#### Second Semester

IND	207	Interior Design Internship.....	3
IND	209	Contract Design Studio.....	3
IND	211	Professional Practices for Interior Design.....	3
IND	233	Bathroom Design Studio.....	2
IND	250	Portfolio Review.....	<u>1</u>
			12

#### Summer Semester

		Mathematics elective <sup>2</sup> .....	3
		Social Science elective.....	<u>3</u>
			6

<sup>1</sup> An assessment test, available in the Assessment and Testing Center, must be taken before registering for ENG 101.

<sup>2</sup> A competency test, available in the Assessment and Testing Center, may be utilized to meet the mathematics requirement.

<sup>♦</sup> By completing all required courses in this program, the World Cultures and Diversity graduation requirement has been met for this A.A.S. degree.

## Interior Design

### Certificates

#### Interior Design Technology Certificate

This 28-credit hour certificate program is designed to give students the opportunity to specialize in the technology area of interior design. Students pursuing the Interior Design AAS degree and working designers will benefit from the technical aspects of this curriculum as computer expertise is invaluable to the interior design industry in today's market.

ATE	105	Architectural CAD I .....	3
GRA	103	Digital Imaging I .....	3
IND	100	Theory and Fundamentals of Design .....	2
IND	101	Interior Design Studio I .....	3
IND	114	Codes for Interior Designers .....	2
IND	116	Interior Detailing and Construction Drawing .....	3
IND	220	CAD Studio .....	3
IND	221	3-Dimensional CAD for Interior Designers .....	3
IND	222	3-Dimensional Presentation .....	3
IND	232	Kitchen and Bath CAD Studio .....	3

#### Kitchen and Bath Specialty Certificate

This 29 credit-hour certificate program is designed to give students the opportunity to benchmark their progress through the interior design program. Upon completion, students will be qualified to become employed in the kitchen and bath design field.

IND	100	Theory and Fundamentals of Design .....	2
IND	101	Interior Design Studio I .....	3
IND	102	Interior Design Studio II .....	3
IND	106	Materials and Sources .....	3
IND	110	Problem Solving and Design Communication...	2
IND	114	Codes for Interior Designers .....	2
IND	116	Interior Detailing and Construction Drawing .....	3
IND	207	Interior Design Internship (in Kitchen and Bath)	3
IND	230	Kitchen Design Studio .....	3
IND	232	Kitchen and Bath CAD Studio .....	3
IND	233	Bath Design Studio .....	2

#### Perspective and Rendering Certificate

This 15 credit-hour certificate program is designed to give students a benchmark while going through the Interior Design program. This certificate's intent is for those students who want to specialize in the perspective and rendering areas of design.

ART	121	Design I .....	3
IND	100	Theory and Fundamentals of Design .....	2
IND	101	Interior Design Studio I .....	3
IND	107	Interior Perspective and Rendering .....	3
IND	110	Problem Solving and Design Communication...	2
IND	217	Advanced Sketching and Perspective Drawing	2

#### Advanced Interior Design Certificate

This 11-12 credit-hour certificate program is designed to give students the opportunity to earn credits which are applicable to the requirements for taking the interior design licensing exam (NCIDQ) in the State of Illinois. The coursework is intended for students who are highly advanced in an Interior Design program and people already working in interior design who want additional educational opportunities.

IND	215	Topics in Interior Design (.5-3) or	
IND	217	Advanced Sketching and Perspective Drawing <sup>1</sup>	2-3
IND	281	Environmental Design Studio .....	3
IND	283	Interior Design Studio III .....	3
IND	285	Contract Design Studio II .....	3

<sup>1</sup> Must complete ART 121 and IND 107 prior to enrollment in IND 217.

Harper College, 1200 West Algonquin Road, Palatine, IL 60067-7398

Every effort has been made to ensure the accuracy of the information in this publication. However, the information is subject to change without notice and final career decisions are the responsibility of the student.

Harper College is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status or sexual orientation. 15064 AQ 12/09





**Career Program Curriculum Map  
Interior Design**

Please indicate to what extent each of your program outcomes is addressed in your curriculum. Use the following scale and enter the letters I, R, P or NR in the corresponding box.

- I** = Introduced (The outcome is occasionally touched on and minimally addressed)
- R** = Reinforced (The outcome is substantially addressed in course content)
- P** = Practiced (There are multiple opportunities for practicing and applying the knowledge and skills framed by this outcome)
- NR** = not relevant

PROGRAM OUTCOMES: Students will be able to...	ART 105	ART 130	ATE 105	IND 100	IND 101	IND 102	IND 103	IND 106	IND 107	IND 110	IND 114	IND 116	IND 203	IND 205	IND 206	IND 207	IND 209	IND 211	IND 220	IND 230	IND 232	IND 233	IND 250
1. collect, analyze and prioritize data about client needs.	NR	NR	NR	I	NR	R	NR	NR	NR	I	NR	NR	P	P	R	P	P	P	NR	P	NR	P	NR
2. formulate design concepts and special solutions that are appropriate, functional and aesthetic.	NR	NR	NR	I	I	R	NR	I	NR	I	NR	R	P	P	P	P	P	P	NR	P	P	P	NR
3. apply the elements and principles of design to interior environments.	I	NR	NR	I	I	R	NR	NR	R	I	NR	NR	P	P	R	P	P	NR	P	P	P	P	P
4. create and present design solutions in two and three dimensions.	R	NR	I	I	I	R	NR	NR	P	I	NR	P	P	P	NR	P	P	NR	P	P	P	P	NR
5. verbally and visually communicate and justify design solutions that reflect sensitivity to client needs.	NR	NR	R	I	I	R	NR	I	R	R	NR	R	P	P	P	P	P	P	P	P	NR	P	NR
6. prepare design and construction drawings, specifications and estimates utilizing both manual presentation skills and computer applications.	NR	NR	I	NR	I	NR	NR	NR	NR	NR	NR	P	P	NR	P	P	P	NR	P	P	P	P	NR
7. develop design solutions as they relate to greater societal, environmental and economic issues.	NR	NR	NR	I	NR	P	NR	I	NR	R	NR	NR	P	NR	I	P	P	P	NR	NR	NR	NR	NR
8. apply the history of interiors, architecture and aesthetics to design solutions.	NR	NR	NR	I	NR	NR	I	NR	NR	NR	NR	NR	NR	P	NR	P	NR	NR	NR	R	NR	NR	NR
9. apply the laws, codes, regulations, standards and practices that protect the health, safety and welfare of the public.	NR	NR	NR	I	I	NR	NR	I	NR	NR	P	P	P	NR	R	P	P	NR	NR	P	P	P	NR
10. demonstrate knowledge and application of business, professional and ethical practices in design.	NR	NR	NR	I	NR	NR	NR	R	NR	R	NR	NR	NR	NR	NR	P	P	P	NR	NR	NR	NR	NR



### Academic Enrichment and Language Studies Division

Department of Academic Success	
<b>Column 1: Mission</b> - To provide developmental instruction for under prepared students and educational opportunities for those who wish to improve their academic abilities and skills.	
<b>Column 2: Learning Outcome #1</b> - Reading 099 students will be able to identify the initiating incident and major and minor conflicts related to theme in a narrative.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 1.1 80% of students will be able to identify the initiating incident and describe at least one of the protagonist's major/minor conflicts in the short story "The Jacket" by Gary Soto.	<b>Column 4: Summary of Data Collected</b> 1.1 90% of students correctly identified the initiating incident. 57% of students analyzed theme and correctly identified a major conflict in the narrative; 61% of students correctly identified a minor conflict.
<b>Column 5: Use of Results</b> 1.1 Identifying conflicts and knowing whether and how characters have resolved conflicts is important to understand and articulate themes in narrative literature. The DAS will collaborate with faculty to emphasize the teaching of close analysis and interpretation, providing students with increased practice and support in these skills so that students are better able to do close readings of narrative texts and recognize themes that go beyond the literal.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 1.2 Student Survey – reporting frequency of their use of 20 narrative and non-narrative reading strategies taught in Reading 099. 80% of students will report they "always" or "often" use a reading strategy, suggesting that a student has had sufficient classroom practice using/applying these strategies.	<b>Column 4: Summary of Data Collected</b> 1.2 123 RDG099 students were surveyed. 87% of students self-reported they were always or often able to recognize major conflicts (short story/ novel) and 85% of students reported they were able to recognize minor conflicts (narrative).
<b>Column 5: Use of Results</b> 1.2. Although the criteria were met, results from 1.1 indicate that significantly fewer students were actually able to identify these conflicts without the aid of an instructor. Faculty-development workshops within DAS are planned each orientation for the next four semesters to share best practice teaching strategies for the skills of close analysis and interpretation of text to better prepare Reading 099 students to succeed in the challenging reading and critical thinking tasks they will face beyond Reading 099.	
<b>Column 2: Learning Outcome #2</b> - Reading 099 students will be able to recognize how an author's word choice and connotation affect tone and theme in non-narrative persuasive texts.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 2.1 80% of students will be able to explain how connotative words in selected passages affect meaning and tone in two non-narrative persuasive texts: "Using Indian Names for Sports Teams Does Not Harm Native Americans" by Andy Rooney, and "Chief Joseph Recounts His Trip to Washington, D.C. (1879)."	<b>Column 4: Summary of Data Collected</b> 2.1 67% of students identified connotative words in non-narrative persuasive texts and explained how word choice conveyed the "slant" of each author's ideas. 73% of students were able to articulate a reasonable explanation of the author's tone and understand main idea in both texts.
<b>Column 5: Use of Results</b> 2.1 Criteria not met. Because a majority of students understood the authors' main ideas, a future assessment might ask students to think critically to compare/contrast differences in tone between two texts to evaluate how tone affects the effectiveness of an author's argument. Although students paraphrased the authors' ideas, fewer students discussed how specific word choices affect meaning and recognized nuances in word meaning. This indicates that students need more practice in analyzing and developing vocabulary.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 2.2 Student Survey – reporting frequency of their use of 20 narrative and non-narrative reading strategies taught in Reading 099. If 80% of students reported they "always" or "often" used a reading strategy, this suggests that a student has been provided sufficient classroom practice in using/applying those strategies.	<b>Column 4: Summary of Data Collected</b> 2.2 123 RDG099 students were surveyed. 59% of students indicated that they always or often highlight and/or annotate texts while they read; 62% of students reported that they always or often looked up unfamiliar words, critical to their understanding of text, in a dictionary as they read.
<b>Column 5: Use of Results</b> 2.2 Criteria not met. Instructors in Reading 099 should provide more focused practice in highlighting and annotating text to help students summarize important ideas and question text as they read; faculty should use instruction to help students be self-reflective about their reading strategies. Instructors should provide more practice to help students analyze words in context and to use a dictionary effectively. These basic skills are essential for students as they approach difficult content reading in future courses. DAS will work with faculty to emphasize vocabulary development and practice for students in Reading 099, looking at best practice strategies in future workshops. DAS will also revise its custom text strategy with regard to teaching vocabulary and ask students to apply reading and vocabulary strategies in their content courses as part of the Reading 099 curriculum.	

**Business and Social Science Division**

<b>Accounting Associate</b>	
<b>Column 1: Mission</b> - To provide educational opportunities that enable students to acquire the knowledge and skills necessary to enter a specific career.	
<b>Column 2: Learning Outcome #1</b> - Students will be able to journalize routine transactions and utilizing a general ledger software package, correctly enter the journalize entries and generate financial statements.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 1.1 Students will be given a project which will be graded by their instructors using a standardized rubric developed by the Accounting Department. A sample chosen at random will be selected. At least 70% of the students will earn at least 70% of the possible points.	<b>Column 4: Summary of Data Collected</b> 1.1 Our analysis indicated that our students well exceeded our standard. 96% of the students exceeded our standard.
<b>Column 5: Use of Results</b> 1.1 Criteria met. The next cycle the Accounting Department will repeat the same study and continue to monitor.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 1.2 A research assignment will be assigned that will demonstrate the ability to research and use accounting information. At least 70% of the students will earn 70% or better.	<b>Column 4: Summary of Data Collected</b> 1.2 The students on an average failed to meet our standard. Only 55% met the standard.
<b>Column 5: Use of Results</b> 1.2 Criteria not met. After discussing the results with the instructor we are certain that the student were lacking sufficient time and motivation to complete this task. Next cycle the study will be repeated allowing appropriate motivation and time.	

<b>Computer Information Systems – Computers in Business</b>	
<b>Column 1: Mission</b> - To provide educational opportunities that enable students to acquire the knowledge and skills necessary to enter a specific career.	
<b>Column 2: Learning Outcome #1</b> - Install, configure, upgrade and maintain personal computer hardware and operating systems.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 1.1 Students completing the program will take the CompTIA IT Essentials certification exam. 100% of students will obtain a passing score (675) on this exam. The exam will also provide detailed assessment of eight competency areas for further analysis.	<b>Column 4: Summary of Data Collected</b> 1.1 5 students completed the A+ Essentials exam this year. Four passed, one failed. Topic areas in which at least half the students missed one or more questions (listed in order from worst to best) include: 3.1 - Identify the fundamentals of using operating systems 5.1 - Identify the fundamental principles of networks 5.2 - Install, configure, optimize and upgrade networks --- 1.3 - Identify tools, diagnostic procedures and troubleshooting techniques for personal computer components 3.2 - Install, configure, optimize and upgrade operating systems 3.3 - Identify tools, diagnostic procedures and troubleshooting techniques for operating systems --- 1.1 - Identify the fundamental principles of using personal computers 1.2 - Install, configure, optimize and upgrade personal computer components 4.2 - Identify basic concepts of installing, configuring, optimizing and upgrading printers and scanners 5.3 - Identify tools, diagnostic procedures and troubleshooting techniques for networks 6.2 - Install, configure, upgrade and optimize security 6.4 - Perform preventive maintenance for computer security.
<b>Column 5: Use of Results</b> 1.1 Criteria not met. We have adjusted lab fees and contracted with MeasureUp to provide practice exams to students as part of the program. Instructors will review these exam objectives for item specifics and encourage students to focus additional effort on these areas before taking the exam.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 1.2 Students completing the program will take the CompTIA IT Technician certification exam. 70% of students will obtain a passing score (700) on this exam. The exam will also provide detailed assessment of eight competency areas for further analysis.	<b>Column 4: Summary of Data Collected</b> 1.2 5 students completed the A+ IT Technician exam this year. All passed. Topic areas in which at least half the students missed one or more questions (listed in order from worst to best) include: 1.1 - Install, configure, optimize and upgrade personal computer components 3.2 - Install, configure, optimize and upgrade operating systems 8.2 - Use job-related professional behavior including notation of privacy, confidentiality and respect for the customer and customers? property --- 3.1 - Identify the fundamental principles of operating systems 4.1 - Identify the fundamental principles of using printers and scanners 6.1 - Identify the fundamentals and principles of security --- 2.3 - Use tools, diagnostic procedures and troubleshooting techniques for laptops and portable devices 4.2 - Install, configure, optimize and upgrade printers and scanners 4.3 - Identify tools and diagnostic procedures to troubleshooting printers and scanners.
<b>Column 5: Use of Results</b> 1.2 Criteria met. We have adjusted lab fees and contracted with MeasureUp to provide practice exams to students. Instructors will review these exam objectives for item specifics and encourage students to focus additional effort on these areas before taking the exam.	

Computer Information Systems – Computers in Business (continued)	
<b>Column 2: Learning Outcome #2</b> - Install, configure, and troubleshoot basic networking hardware and protocols.	
<b>Column 3: Means of Assessment and Criteria for Success</b> <b>2.1</b> Students completing the program will take the CompTIA Network+ certification exam. 70% of students will obtain a passing score (554) on this exam. The exam will also provide detailed assessment of four competency areas for further analysis.	<b>Column 4: Summary of Data Collected</b> <b>2.1</b> 3 students completed the Network+ exam this year. All passed, although one needed a second attempt. Topic areas in which at least half the students missed one or more questions (listed in order from worst to best) include: 3.1 - Identify the basic capabilities of the following server operating systems 4.4 - Given a troubleshooting scenario involving a client accessing remote network services, identify the cause of the problem --- 1.6 - Identify the purpose, features, and functions of the following network components 1.8 - Identify factors which effect the range and speed of wireless services 2.14 - Identify the basic characteristics of the following WAN technologies 2.16 - Define the function of the following remote access protocols and services 4.1 - Given a troubleshooting scenario, select the appropriate network utility from the following.
<b>Column 5: Use of Results</b> <b>2.1</b> Criteria met. We have adjusted lab fees and contracted with MeasureUp to provide practice exams to students as part of the program. In addition, instructors will review these exam objectives for item specifics and encourage students to focus additional effort on these areas before taking the exam.	
<b>Column 3: Means of Assessment and Criteria for Success</b> <b>2.2</b> Students completing the program will take the CompTIA Network+ certification exam. 70% of students will obtain a passing score (55.4%) on each of the four competency areas (Media and Topologies, Protocols and Standards, Network Implementation, Network Support).	<b>Column 4: Summary of Data Collected</b> <b>2.2</b> 3 students completed the Network+ exam this year. All passed, although one needed a second attempt. Topic areas in which at least half the students missed one or more questions (listed in order from worst to best) include: 3.1 - Identify the basic capabilities of the following server operating systems 4.4 - Given a troubleshooting scenario involving a client accessing remote network services, identify the cause of the problem --- 1.6 - Identify the purpose, features, and functions of the following network components 1.8 - Identify factors which effect the range and speed of wireless services 2.14 - Identify the basic characteristics of the following WAN technologies 2.16 - Define the function of the following remote access protocols and services 4.1 - Given a troubleshooting scenario, select the appropriate network utility from the following.
<b>Column 5: Use of Results</b> <b>2.2</b> Criteria met. Exam results did not allow for detailed analysis of individual competency areas, only a summary of areas where items were missed. The practice exams we have contracted for should allow more detailed analysis.	

Computer Information Systems – Web Development	
<b>Column 1: Mission</b> – To provide educational opportunities that enable students to acquire the knowledge and skills necessary to enter a specific career.	
<b>Column 2: Learning Outcome #1</b> - Design, create, and optimize Flash multimedia for the Web.	
<b>Column 3: Means of Assessment and Criteria for Success</b> <b>1.1</b> 80% of students will obtain a 70% or better on a Flash multimedia project.	<b>Column 4: Summary of Data Collected</b> <b>1.1</b> 100% of students obtained a 70% or better on this project. (Based on 10 students) Note: Out of 15 total students, 4 students did not submit the project, 1 student is in Incomplete status for the course.
<b>Column 5: Use of Results</b> <b>1.1</b> Criteria met. Outcome was met. No changes to the outcome at this time. Measure outcome again next cycle to ensure validity of results.	
<b>Column 3: Means of Assessment and Criteria for Success</b> <b>1.2</b> 80% of students will obtain a 70% or better in the four Flash project competency areas; Design Principles, Creativity, Application Comprehension, and Scripting Knowledge.	<b>Column 4: Summary of Data Collected</b> <b>1.2</b> Results indicate the % obtaining a 70% or better: Design Principles: 90%, Creativity: 90%, Application Comprehension: 100%, Scripting Knowledge: 20% (Based on 10 students). Out of 15 total students, 4 students did not submit the project, 1 student is still in Incomplete status for the course.
<b>Column 5: Use of Results</b> <b>1.2</b> Three out of four or 75%, of the competencies were met. Scripting knowledge was below 70%. Introduce scripting concepts earlier in the course.	

<b>Computer Information Systems – Web Development (continued)</b>	
<b>Column 2: Learning Outcome #2</b> - Complete a team project: to design, build, and implement a web site that meets client requirements.	
<b>Column 3: Means of Assessment and Criteria for Success - 2.1</b> 100% of students will obtain a 70% or better on the group web site development project.	<b>Column 4: Summary of Data Collected</b> 2.1 100% of students obtained a 70% or better on the project (6 total students).
<b>Column 5: Use of Results</b> 2.1 Criteria met. Outcome was met or surpassed. No changes to the outcome at this time. Measure outcome again next cycle to ensure validity of results.	
<b>Column 3: Means of Assessment and Criteria for Success - 2.2</b> 80% of students will obtain a 70% or better in 4 project competencies; Client & Colleague Comm., Project Specs, Design, and Project Delivery.	<b>Column 4: Summary of Data Collected</b> 2.2 Results indicate the % obtaining a 70% or better. Client and Colleague Communication: 83%, Project Specifications: 100%, Design: 100%, Project Delivery: 100% (6 total students).
<b>Column 5: Use of Results</b> 2.2 Criteria met. Outcome was met. No changes to the outcome at this time. Measure outcome again next cycle to ensure validity of results.	

<b>Early Childhood Education</b>	
<b>Column 1: Mission</b> - To provide educational opportunities that enable students to acquire the knowledge and skills necessary to enter a specific career.	
<b>Column 2: Learning Outcome #1</b> - Curriculum: plan, implement and evaluate developmentally appropriate, anti-bias, and inclusive curriculum for children age birth to eight.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 1.1 80% of students will receive a rating of "satisfactory" on an "unsatisfactory, satisfactory and above average" scale on the Classroom Management section of the ECE 291 final evaluation.	<b>Column 4: Summary of Data Collected</b> 1.1 74% of students received an 80% on Classroom Management.
<b>Column 5: Use of Results</b> 1.1 Criteria not met. The classroom management coursework needs to be evaluated by the instructors of ECE 291. This outcome will be measured again during the next cycle.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 1.2 80% of students will be rated "satisfactory" on an "unsatisfactory, satisfactory and above average" scale on the Head Teaching section of their final evaluation in ECE 291.	<b>Column 4: Summary of Data Collected</b> 1.2 83% of the students received a "satisfactory" for their Head Teaching.
<b>Column 5: Use of Results</b> 1.2 Criteria met, outcome was achieved.	
<b>Column 2: Learning Outcome #2</b> - Development: understand and demonstrate an understanding of child development for children age birth to eight and related theorists.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 2.1 80% of students will receive 80% or higher on a developmental portfolio created for one child using a grading rubric (ECE 291).	<b>Column 4: Summary of Data Collected</b> 2.1 87% of students received an 80% on their portfolio.
<b>Column 5: Use of Results</b> 2.1 Criteria met, outcome was achieved.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 2.2 75% of students will receive 80% or higher on the sub component for "content" in the grading rubric for a curriculum activity plan (ECE 291).	<b>Column 4: Summary of Data Collected</b> 2.2 78% of students received a 75% on their content for curriculum activity plan.
<b>Column 5: Use of Results</b> 2.2 Criteria met, outcome was achieved.	

<b>Early Childhood Education (continued)</b>	
<b>Column 2: Learning Outcome #3</b> - Application: Identify and apply theories of early childhood theorists and have knowledge of early childhood programs.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 3.1 75% of students will receive an 80% or higher on their Philosophy of Education Paper, which includes the application of theorists to a curriculum activity plan. Grades will be determined by instructors in ECE 101.	<b>Column 4: Summary of Data Collected</b> 3.1 76% of students received an 80% or higher on their Philosophy of Education paper.
<b>Column 5: Use of Results</b> 3.1 Criteria met. The development of a grading rubric should help students' understanding of the assignment.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 3.2 80% of students will receive a grade of 80% or better on an observation project (10 hours guided observation and a written paper). Grades will be determined by course instructors in ECE 101.	<b>Column 4: Summary of Data Collected</b> 3.2 74% of students received an 80% on the observation project.
<b>Column 5: Use of Results</b> 3.2 Criteria not met. A wide variation in grading of the project occurred. Coordinator will discuss with all instructors.	
<b>Financial Services</b>	
<b>Column 1: Mission</b> - To provide educational opportunities that enable students to acquire the knowledge and skills necessary to enter a specific career.	
<b>Column 2: Learning Outcome #1</b> – Students will understand the role of the Federal Reserve.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 1.1 70% of students completing BFC 101 will correctly respond to exam questions describing the payments function that Banks perform.	<b>Column 4: Summary of Data Collected</b> 1.1 75% (6/8) of students correctly responded to the questions describing the payments function that banks perform.
<b>Column 5: Use of Results</b> 1.1 Criteria met. No action needed at this time.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 1.2 70% of students completing BFC 101 will correctly respond to exam questions pertaining to the functions of the Federal Reserve.	<b>Column 4: Summary of Data Collected</b> 1.2 100% (12/12) of students correctly responded to exam questions pertaining to the functions of the Federal Reserve.
<b>Column 5: Use of Results</b> 1.2 Criteria met. No action needed at this time.	
<b>Hospitality Management</b>	
<b>Column 1: Mission</b> – To provide educational opportunities that enable students to acquire the knowledge and skills necessary to enter a specific career.	
<b>Column 2: Learning Outcome #1</b> - Graduates and currently enrolled students will be satisfied with the quality of preparation received from the Hospitality Management Program.	
<b>Column 3: Means of Assessment and Criteria for Success</b> - 1.1 80% of respondents to the department "Graduate Survey" will rate each component as "satisfactory" or "very satisfied".	<b>Column 4: Summary of Data Collected</b> 1.1 19 surveys were collected. Overall % for "Very Satisfied": Q1 = 79% (15/19) Q2 = 58% (11/19) Q3 = 68% (13/19) If "Somewhat Satisfied" is included in results: Q1 = 100% Q2 = 94.7 % Q3 = 94.7 %.
<b>Column 5: Use of Results</b> 1.1 The wording in this document is not consistent with the survey wording. Keep the wording as is on the survey: Very Satisfied, Somewhat Satisfied, Not Satisfied, and with the choice of N/A or N/C when appropriate. Repeat the survey next cycle. Monitor/measure the Very Satisfied response with an overall objective of at least 75% for each component question.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 1.2 80% of "Non Graduate Questionnaire" respondents will give a rating of "satisfactory" or "very satisfied" for each component question on the questionnaire.	<b>Column 4: Summary of Data Collected</b> 1.2 55 surveys were collected. Overall % for "Very Satisfied" as follows: Q1 = 76% (38/55) Q2 = 78% (43/55) Q3 = 54.5% (30/55) If Somewhat Satisfied is included the results are as follows: Q1 = 100% Q 2 = 96% (53/55) Q3 = 74.5% (41/55) *Please note that for question #3, 11/55 responses were N/A. Therefore if the total count was adjusted to 44, the % rate would be 93% (41/44).
<b>Column 5: Use of Results</b> 1.2 The wording in this document is not consistent with the survey wording. Keep the ratings as stated on the survey. Repeat survey next cycle. Monitor the "Very Satisfied" rating and set an overall objective of at least 75% for each component question.	



Hospitality Management (continued)	
<b>Column 2: Learning Outcome #2</b> - Students will exhibit professional behavior appropriate for the hospitality industry.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 2.1 95% of completed "Dining Room Comment Cards" will contain a rating of 4 or higher in the "initial greeting" and "waiter service" section.	<b>Column 4: Summary of Data Collected</b> 2.1 The "Initial Greeting" section, results were as follows: 98% of responses were a 4 or 5 for POLITE and 98% of responses were a 4 or 5 for PROMPT. In the "Waiter Service" section, results were as follows: 99% of responses were a 4 or 5 for FRIENDLY/POLITE, 93% of responses were a 4 or 5 for INFORMED and 94 % of responses were a 4 or 5 for PROMPT. The average for the 3 component section = 95.4%.
<b>Column 5: Use of Results</b> 2.1 Criteria met in 3/5 sections. Continue with comment cards and keep the response rate of a 4 minimum at 95% NOTE: Lowest ratings appeared in the INFORMED and PROMPT components of the "Waiter Service" section. Daily menu knowledge, (exact offerings, ingredients etc.) needs to be improved and timing with food prep and plating needs to be shortened.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 2.2 In the friendly/polite component of the Waiter Service section, 95% of respondents will give a rating of 4 or higher.	<b>Column 4: Summary of Data Collected</b> 2.2 Of the 229 responses, 227 (99%) gave a rating of 4 or 5. 204/209 (89%) gave the highest rating of 5.
<b>Column 5: Use of Results</b> 2.2 Criteria met. For the next cycle, continue the comment cards and keep the 95% response rate goal the same.	

Mass Communication	
<b>Column 1: Mission</b> – To provide educational opportunities that enable students to acquire the knowledge and skills necessary to enter a specific career.	
<b>Column 2: Learning Outcome #1</b> - Graduates of the Public Relations Program will demonstrate proficiency in developing and writing an effective public relations plan.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 1.1 75% of the students will receive 75 out of 100 points as defined by a rubric (public relations plan score sheet) that is completed by two mass communications program advisory committee members and/or mass communications faculty members in addition to the original instructor.	<b>Column 4: Summary of Data Collected</b> 1.1 Insufficient data to measure outcome.
<b>Column 5: Use of Results</b> 1.1 This program is new and slowly growing with students so far just completing the introductory course. The same outcome will be measured for the 09/10 cycle with the hopes of having more student data.	

Paralegal Studies	
<b>Column 1: Mission</b> - To provide educational opportunities that enable students to acquire the knowledge and skills necessary to enter a specific career.	
<b>Column 2: Learning Outcome #1</b> - Student completing the Paralegal Studies program will be able to perform legal research and writing projects such as a Law Office Memorandum.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 1.1 Using an approved rubric, at least 70% of students will be able to identify at least 75% of the major issues presented in the fact situation assigned for the preparation of a Law Office Memorandum.	<b>Column 4: Summary of Data Collected</b> 1.1 80% of students were able to identify at least 75% of the major issues presented in the fact situation for the preparation of a Law Office Memorandum.
<b>Column 5: Use of Results</b> 1.1 Criteria met. No further work in this area is needed.	
<b>Column 2: Learning Outcome #2</b> - Students completing the Paralegal Studies program will understand the litigation process and be able to effectively organize the documents necessary for the prosecution or defense of a lawsuit.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 2.1 At least 70% of students enrolled in PLS 103 (Litigation) will score 75% or higher on a major assignment requiring them to compile and organize the documents needed in prosecution or defense of a lawsuit.	<b>Column 4: Summary of Data Collected</b> 2.1 Data was not properly collected in the courses needed to assess and evaluate this outcome. These courses were taught in Spring 2009 by adjunct faculty and it was difficult to get them to understand the need for this information and/or the process necessary for collecting the information in a format so that it could be properly reported.
<b>Column 5: Use of Results</b> 2.1 Efforts to evaluate this outcome will continue in the next cycle. Perhaps there is a better way to evaluate this outcome or a better method to engage the faculty who teach the courses involved with this outcome in the evaluation thereof.	



<b>Paraprofessional Educator</b>	
<b>Column 1: Mission</b> - To provide educational opportunities that enable students to acquire the knowledge and skills necessary to enter a specific career.	
<b>Column 2: Learning Outcome #1</b> - Graduates of the Paraprofessional Educator have developed critical and creative thinking skills to become an effective decision maker and problem solver.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 1.1 80% of students will score 3 or above (on a 4 point scale) on the critical thinking category on the case study evaluation as evaluated by two impartial Education faculty members.	<b>Column 4: Summary of Data Collected</b> 1.1 31 case study assignments were randomly selected. 19 students scored a 4 (61%); 5 students scored a 3.5 (16%); 3 students scored a 3 (10%); 1 student scored a 2.5 (3%); and 3 students scored a 2 (10%). No students scored below a 2 on the rubric. 87% scored a 3 or above on the critical thinking rubric.
<b>Column 5: Use of Results</b> 1.1 Criteria met. More than 80% of students scored a 3 or above on the critical thinking section of the rubric. No further action.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 1.2 Using Form 25: Reflective Observation of Classrooms, Schools, and Curriculum, 80% of students will score 3 or above (on a 4 point scale) on both the Appraise section and the Transform section of the form as evaluated by two impartial Education faculty.	<b>Column 4: Summary of Data Collected</b> 1.2 Nine students were assessed. Appraise - 4/9 scored a 4 (44%); 4/9 scored a 3 (44%) and 1/9 scored a 2 (11%). Transform - 5/9 scored a 4 (56%); 3/9 scored a 3 (33%); and 1/9 scored a 2 (11%). Overall - 88% scored a 3 or above on Appraise and 89% scored a 3 or above on Transform.
<b>Column 5: Use of Results</b> 1.2 Criteria met. More than 80% of students scored a 3 or above on both "Appraise" and "Transform". No further action needed.	
<b>Column 2: Learning Outcome #2</b> - Graduates of the Paraprofessional Educator program effectively utilize a variety of technologies for communication, problem solving and research.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 2.1 80% of students will score 70% or above on the technology exam. An item analysis will be performed to determine that no more than 25% of students scored incorrectly on any single tested objective (EDU201).	<b>Column 4: Summary of Data Collected</b> 2.1 89% (62/69) of the students scored 70% or above on the exam. Item analysis: #1, 27% incorrect; #2, 20% incorrect; #3, 5% incorrect; #4, 17% incorrect; #5, 10% incorrect; #6, 21% incorrect; #7, 1% incorrect; #8, 49% incorrect; #9, 21% incorrect; #10, 14% incorrect.
<b>Column 5: Use of Results</b> 2.1 89% scored 70% or above on the technology exam. This part of the criteria was met. 27% scored item #1 incorrectly and 49% scored item #8 incorrectly. This part of benchmark was not met. Education department faculty members will evaluate these two quiz items during the Fall 2009 department meeting. We will also examine how we can improve students' knowledge of technology in the classroom overall within EDU201.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 2.2 80% of students will score a 3 or above (4 pt scale) on the evaluation of a WebQuest project as evaluated by 2 impartial Education faculty members (EDU 250).	<b>Column 4: Summary of Data Collected</b> 2.2 17 Web Quest projects were evaluated. The highest score was 4.0 and the lowest scored was 2.9. The average score was 3.6/4. 94% (16/17) scored a 3 or above and 6% (1/17) scored below a 3.
<b>Column 5: Use of Results</b> 2.2 Criteria met. The average score was 3.6 on the 4 point rubric. 95 % of students scored a 3 or above. No further action needed.	
<b>Column 2: Learning Outcome #3</b> - Graduates of the Paraprofessional Educator program have skills to interact effectively with students, parents, teachers and administrators in a diverse school society.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 3.1 80% of students will score 3 or above (4 pt scale) on the critical thinking section of the Case Study evaluation as assessed by 2 impartial Education faculty.	<b>Column 4: Summary of Data Collected</b> 3.1 36 case studies were randomly selected and evaluated. 22/36 (61%) scored a 4; 6/36 (17%) scored a 3.5; 6/36 (17%) scored a 3; and 2/36 (5%) scored a 2.5. No students scored below a 2.5.
<b>Column 5: Use of Results</b> 3.1 Criteria met. 95% of the students scored a 3 or above on the critical thinking section of the case study rubric. No further action needed.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 3.2 85% of students will score 70% or above on the multicultural exam. Item analysis will be performed to determine that no more than 25% of students scored incorrectly on a single objective (EDU 201).	<b>Column 4: Summary of Data Collected</b> 3.2 96 students enrolled in EDU 201 took the multicultural exam. 88 students (92%) scored 70% or above. Item analysis: #1, 7% incorrect; #2, 29% incorrect; #3, 22% incorrect; #4, 8% incorrect; #5, 12% incorrect; #6, 12% incorrect.
<b>Column 5: Use of Results</b> 3.2 92% of the students scored 70% or better. Criteria met for this part of the outcome. The item analysis showed that 29% of students scored item #2 incorrectly. Therefore, second half of benchmark was not met. Faculty members will examine item #2 and discuss instructional opportunities during the Fall 2009 education department faculty meeting.	

### Career and Technical Programs Division

Architectural Studies	
<b>Column 1: Mission</b> - To provide educational opportunities that enable students to acquire the knowledge and skills necessary to enter a specific career.	
<b>Column 2: Learning Outcome #1</b> - Students will be able to produce a set of construction documents including site plans, floor plans, elevations and details at a level expected for an entry level employee.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 1.1 Students will complete a Drawing Set. 80% of students will receive a score of 80% or higher on the drawing set (ATE 101).	<b>Column 4: Summary of Data Collected</b> 1.1 The required percentage of students did not meet this requirement this semester. It appears that this is a result of the number of students who voluntarily did not complete the class for a variety of reasons. Some reasons discussed include: 1. Taking the course to stay on their parents insurance while having no real interest in the material. 2. Wanting to drop the course but not doing it officially, just not coming to class or missing the drop date. 3. Staying in the class, again for insurance but realizing it was a difficult course and just not trying. These reasons have all been voiced to our instructors at various times and from various classes.
<b>Column 5: Use of Results</b> 1.1 Criteria not met. Our intention is to modify our outcome to read: In ATE 101, students will complete a Drawing Set. 80% of students actively intending to complete the course will receive a score of 80% or higher on the drawing set.	
<b>Column 2: Learning Outcome #2</b> - Students will be able to proficiently use industry standard Computer Aided Drafting software.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 2.1 Students will complete a final project using CAD. As scored on a rubric/checklist 80% of students will receive an overall score of 80% or higher (ATE 101).	<b>Column 4: Summary of Data Collected</b> 2.1 The stated criteria was met and exceeded in two different sections of the class.
<b>Column 5: Use of Results</b> 2.1 Criteria met. The means of assessment will be revised during the next opportunity to increase the desired level of success.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 2.2 Students will complete a final project using CAD. 80% of students will successfully complete all components of this project (as measured by rubric/checklist ATE 106).	<b>Column 4: Summary of Data Collected</b> 2.2 The criteria were met.
<b>Column 5: Use of Results</b> 2.2 Criteria met. The checklist will continue to be developed to more accurately represent the coursework.	
Electronics Engineering Technology	
<b>Column 1: Mission</b> - To provide educational opportunities that enable students to acquire the knowledge and skills necessary to enter a specific career.	
<b>Column 2: Learning Outcome #1</b> - Graduates of the Electronics Engineering Technology program who are not pursuing further education will be employed in the field.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 1.1 75% of the graduates not pursuing further education will report employment on the Graduate Follow-Up Survey (Q4) conducted 9 - 12 months after graduation.	<b>Column 4: Summary of Data Collected</b> 1.1 75% responding reported they were employed.
<b>Column 5: Use of Results</b> 1.1 Criteria met. Maintain existing benchmark and periodically monitor.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 1.2 50% of the graduates not pursuing further education will report employment in a related field on the Graduate Follow-Up Survey (Q4) conducted 9 - 12 months after graduation.	<b>Column 4: Summary of Data Collected</b> 1.2 50% responding reported employment in a related field.
<b>Column 5: Use of Results</b> 1.2 Criteria met. Maintain existing benchmark and periodically monitor.	

<b>Electronics Engineering Technology (continued)</b>	
<b>Column 2: Learning Outcome #2</b> - Graduates of the Electronics Engineering Technology program will rate their career preparation as "satisfied" or "very satisfied". Employers of said graduates will rate their employee technical skills as "average" or "above average".	
<b>Column 3: Means of Assessment and Criteria for Success</b> 2.1 75% of the graduates will report on the Graduate Follow-Up Survey (Q10g) that they were "satisfied" or "very satisfied" with the overall career preparation they received in the Electronics Engineering Technology program. Further, at least 60% of the graduates will report "satisfied" or "very satisfied" with each of the components (Q10a-f).	<b>Column 4: Summary of Data Collected</b> 2.1 100% responding reported "satisfied" with the overall career preparation (Q10g). 62.5%-100% responding reported "satisfied" with each of the components (Q10a-f).
<b>Column 5: Use of Results</b> 2.1 Criteria met. Maintain existing benchmarks and periodically monitor.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 2.2 The Employer Survey conducted each year will rate graduates as "average" or "above average" on the three course area performance (competency) survey questions; "above average" is higher than a 3.0 on a 5.0 scale. If any of the three survey questions has an individual rating below 3.0, that individual course area will be reviewed further.	<b>Column 4: Summary of Data Collected</b> 2.2 A "formal" Employer Survey was given to several area electronics companies that customarily employ Harper College graduates. 100% responding reported "satisfied" w.r.t. theory, critical thinking and application.
<b>Column 5: Use of Results</b> 2.2 Criteria met. Maintain existing benchmarks and periodically monitor. Expand distribution of Employer Survey across more electronics companies to obtain additional feedback as the economy permits.	
<b>Column 2: Learning Outcome #3</b> - Graduates of the Electronics Engineering Technology program will be technically proficient.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 3.1 Upon nearing program completion, all students taking ELT 207, 215 or 281 will be able to achieve at least 70% on a capstone project based on a rubric involving design complexity, construction quality and operation w.r.t. specification criteria.	<b>Column 4: Summary of Data Collected</b> 3.1 All ELT 281 completers achieved at least 80% in these rubric areas.
<b>Column 5: Use of Results</b> 3.1 Criteria met. Maintain existing benchmark and periodically monitor. Expand student evaluations by monitoring select program outcomes.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 3.2 Upon nearing program completion, all students taking ELT 207, 215 or 281 will be able to achieve at least 70% on a capstone project based on a rubric involving actual vs. projected cost, documentation and presentation criteria.	<b>Column 4: Summary of Data Collected</b> 3.2 All ELT 281 completers achieved at least 80% in these rubric areas.
<b>Column 5: Use of Results</b> 3.2 Criteria met. Maintain existing benchmark and periodically monitor. Expand student evaluations by monitoring select program outcomes.	

<b>Emergency Management Systems</b>	
<b>Column 1: Mission</b> - To provide the first two years of baccalaureate education in the liberal and fine arts, the natural and social sciences and pre-professional curricula designed to prepare students to transfer to four year colleges and universities.	
<b>Column 2: Learning Outcome #1</b> - Students will be able to understand federal, state, county and local regulations and details that affect emergency response and disaster control.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 1.1 75% of the students will receive an 80% or higher on the final research paper rubric (EMG 101).	<b>Column 4: Summary of Data Collected</b> 1.1 44% of the students received an 80% or higher, on the final research paper rubric.
<b>Column 5: Use of Results</b> 1.1 Criteria not met. Will work with the course instructor to determine how we can improve student performance and outcomes, and will then continue to monitor this course.	
<b>Column 2: Learning Outcome #2</b> - Students will be able to coordinate disaster response controls and crisis management activities involving a simulated natural disaster.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 2.1 75% of the students will receive an 80% or higher grade on the final table top exercise rubric (EMG 101).	<b>Column 4: Summary of Data Collected</b> 2.1 50% of the students received an 80% or higher on the final table top exercise rubric
<b>Column 5: Use of Results</b> 2.1 Criteria not met. Will work with the course instructor to determine how we can improve student performance and outcomes, and will then continue to monitor this course.	

<b>Fashion Design</b>	
<b>Column 1: Mission</b> - To provide educational opportunities that enable students to acquire the knowledge and skills necessary to enter a specific career.	
<b>Column 2: Learning Outcome #1</b> - Use appropriate terminology in construction, design, historical and technical areas.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 1.1 jury show - presentation component - 75% will achieve a rating of 3 or above on a scale of 1-5.	<b>Column 4: Summary of Data Collected</b> 1.1 100% of students (29/29) earned a 3 or above on the presentation component of the jury show.
<b>Column 5: Use of Results</b> 1.1 Criteria met. For next cycle, increase criteria to 50% of students will achieve a rating of 4 or better on a scale of 1-5. Classroom instruction will focus on design vocabulary in order to increase student achievement.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 1.2 NOCTI exam - 100% of students will achieve a 75% or higher on each component and overall score of the NOCTI exam.	<b>Column 4: Summary of Data Collected</b> 1.2 Garment construction - 50% of students (5/10) earned a 75% or higher. Alterations - 40% of students (4/10) earned a 75% or higher. Textiles - 50% of students (5/10) earned a 75% or higher. Applied Math - 70% of students (7/10) earned a 75% or higher. Pattern Making - 50% of students (5/10) earned a 75% or higher. Manufacturing - 60% of students (6/10) earned a 75% or higher. Career Opportunities - 50% of students (5/10) earned a 75% or higher. Overall score - 40% of students (4/10) earned a 75% or higher.
<b>Column 5: Use of Results</b> 1.2 Criteria not met. This was the first time we used the NOCTI exam. Overall, according to this exam our students show room for improvement in all areas. We will administer the exam again for the 09-10 cycle and use that data to make necessary changes.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 1.2 NOCTI exam - Performance Evaluation - 100% of students will achieve a score of 75% or higher on Bodice Construction and Seam Samples.	<b>Column 4: Summary of Data Collected</b> 1.2 Bodice Construction - 100% of students (10/10) earned a 75% or higher. Seam Samples - 50% of students (5/10) earned a 75% or higher.
<b>Column 5: Use of Results</b> 1.2 Criteria met for bodice construction but not met for seam samples. This was the first time we used the NOCTI Performance Evaluation. Results indicated that students are competent in the area of bodice construction, but need improvement in seam samples. Many low scores were a result of not following instructions. Faculty will focus on seam samples in the curriculum (100, 113) and stress the importance of following instructions.	
<b>Column 2: Learning Outcome #2</b> - Demonstrate mastery of design principles and elements.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 2.1 Jury show - creativity component - 75% will score 4 or above.	<b>Column 4: Summary of Data Collected</b> 2.1 66% of students (19/29) earned a 4 or above on the creativity component of the jury show rubric. (100% earned a 3 or above).
<b>Column 5: Use of Results</b> 2.1 Criteria not met. Increase exposure to problem solving and encourage creativity in 103 design manipulation. Reassess next cycle to measure improvement.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 2.2 Jury show - 75% of students will achieve an overall score of 4 or above (on a scale of 1-5).	<b>Column 4: Summary of Data Collected</b> 2.2 59% of students (17/29) earned an overall score of 4 or above on the juror show rubric. (100% earned a 3 or above).
<b>Column 5: Use of Results</b> 2.2 Criterion not met. The area of weakness seems to be design vocabulary. Will reinforce vocabulary and focus on improving student usage of vocabulary. Reassess next cycle.	
<b>Fashion Merchandising</b>	
<b>Column 1: Mission</b> – To provide educational opportunities that enable students to acquire the knowledge and skills necessary to enter a specific career.	
<b>Column 2: Learning Outcome #1</b> - Use industry terminology in appropriate situations.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 1.1 NOCTI exam - 100% of students will achieve a 75% or higher on each component and overall score of the NOCTI exam.	<b>Column 4: Summary of Data Collected</b> 1.1 Unable to administer the NOCTI exam during the Spring 2009 semester.
<b>Column 5: Use of Results</b> 1.1 Unable to assess. Will administer the NOCIT exam during the 09/10 cycle.	

<b>Fire Science Technology</b>	
<b>Column 1: Mission</b> - To provide educational opportunities that enable students to acquire the knowledge and skills necessary to enter a specific career.	
<b>Column 2: Learning Outcome #1</b> - Students will be able to apply skills to identify and solve firefighting problems.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 1.1 75% of students will receive an 80% or higher on the final course project rubric (FIS103).	<b>Column 4: Summary of Data Collected</b> 1.1 33/40 students (82.5%) received a score of 80% or higher on the final course project rubric. Of the 7 students who did not score an 80% or higher, 3 scored between 70% and 75%, while the remaining 4 failed to turn in the final project.
<b>Column 5: Use of Results</b> 1.1 Criteria met. Continue using the same style of teaching and preparing the students for the final project, but emphasize as strong as possible the importance and necessity in completing the final project.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 1.2 75% of students will receive a rating of "acceptable" on the practical performance/table top exercise in FS 103 (individual & team rating). Criteria is acceptable or unacceptable.	<b>Column 4: Summary of Data Collected</b> 1.2 36/40 students (90%) received a rating of "acceptable" on the practical performance/table top exercise in FS 103(individual rating and team rating).
<b>Column 5: Use of Results</b> 1.2 Criteria met. Continue using the same style of teaching and preparing the students for the final table top exercise, but emphasize as strong as possible the importance and necessity in completing the final table top exercise.	
<b>Column 2: Learning Outcome #2</b> - Students will be able to apply tactics and strategies to emergency fire incidents.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 2.1 75% of students will receive an 80% or higher on the final course project rubric (FIS 103).	<b>Column 4: Summary of Data Collected</b> 2.1 33/40 students (82.5%) received a score of 80% or higher on the final course project rubric. Of the 7 students who did not score an 80% or higher, 3 scored between 70% and 75%, while the remaining 4 failed to turn in the final project.
<b>Column 5: Use of Results</b> 2.1 Criteria met. Continue using the same style of teaching and preparing the students for the final project, but emphasize as strong as possible the importance and necessity in completing the final project.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 2.2 75% of students will receive a rating of "acceptable" on the practical performance/table top exercise in FIS 103 (individual and team rating).Criteria is acceptable or unacceptable.	<b>Column 4: Summary of Data Collected</b> 2.2 36 of 40 students (90%) received a rating of "acceptable" on the practical performance/table top exercise in FS 103 (individual rating and team rating).
<b>Column 5: Use of Results</b> 2.2 Criteria met. Continue using the same style of teaching and preparing the students for the final table top exercise, but emphasize as strong as possible the importance and necessity in completing the final table top exercise.	
<b>Graphic Arts Technology</b>	
<b>Column 1: Mission</b> - To provide educational opportunities that enable students to acquire the knowledge and skills necessary to enter a specific career.	
<b>Column 2: Learning Outcome #1</b> - Demonstrate strong visual skills through graphic design.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 1.1 At least 80% of students will score "good" or "very good" on the creative portion of the final project rubric (GRA 220).	<b>Column 4: Summary of Data Collected</b> 1.1 80% of students received a score of "very good" on the final project in GRA 220. There projects reflected strong typography, imagery and design principles.
<b>Column 5: Use of Results</b> 1.1 Criteria met. Project instruction and criteria is successful for the GRA 220 students.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 1.2 At least 80% of students will score "good" or "very good" on the resume and portfolio presentation portion of the final project rubric (GRA 221).	<b>Column 4: Summary of Data Collected</b> 1.2 100% of students received "very good" on their resume's and portfolio presentation on the final project rubric. The portfolios were strong creative books that were cohesive visuals and content.
<b>Column 5: Use of Results</b> 1.2 Criteria met. Students performed exemplary on the resume and portfolio design, creation and presentation of their work.	



<b>Graphic Arts Technology (continued)</b>	
<b>Column 2: Learning Outcome #2</b> - Create acceptable print ready digital graphic files using industry standard preflight criteria	
<b>Column 3: Means of Assessment and Criteria for Success</b> 2.1 At least 80% of students will score good or very good on the preflight portion of the final project per a faculty preflight checklist (GRA 120).	<b>Column 4: Summary of Data Collected</b> 2.1 30% of the students failed to prepare files correctly per an industry standard preflight checklist. Only 70% of students received a "good" or "very good".
<b>Column 5: Use of Results</b> 2.1 Criteria not met. Students will need another review of file preparation before submitting files on the final project. This review will be conducted during the final project before files are turned in. Outcome will be assessed again next cycle.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 2.2 At least 80% of students will score "good" or "very good" on the preflight portion of the final project (GRA 220)	<b>Column 4: Summary of Data Collected</b> 2.2 80% of all students received a "good" on the preflight portion of the final project. The student's file skills were good in reflecting industry standards and print production criteria.
<b>Column 5: Use of Results</b> 2.2 Criteria met. Project preflight review could be stronger to achieve an overall "very good". A review of the preflight checklist will be done during the onset of the project.	

<b>Maintenance Technology</b>	
<b>Column 1: Mission</b> - To provide educational opportunities that enable students to acquire the knowledge and skills necessary to enter a specific career.	
<b>Column 2: Learning Outcome #1</b> - Have knowledge and skills to safely perform basic welding repairs.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 1.1 80% of students will pass the AWS guided bend test (pass/fail).	<b>Column 4: Summary of Data Collected</b> 1.1 15 out of 16 students (94%) passed one or more guided bend test.
<b>Column 5: Use of Results</b> 1.1 Criteria met. Outcomes will be assessed again next cycle to verify results.	

<b>Refrigeration and Air Conditioning Technology</b>	
<b>Column 1: Mission</b> - To provide educational opportunities that enable students to acquire the knowledge and skills necessary to enter a specific career.	
<b>Column 2: Learning Outcome #1</b> - Students will be able to use tools of the trade to properly cut, bend, form, flare, solder and braze refrigeration copper tubing.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 1.1 80% of students will receive a score of 4 (0-4 scale) on a lab task/written test on "Cutting, Swaging Flaring, Forming, Soldering & Brazing copper tubing" (RAC 101).	<b>Column 4: Summary of Data Collected</b> 1.1 81% of students (26/32) received a score of 4 on the lab demonstration task. 16% (5/32) received a score of 3 and 3% (1/32) received a score of 2.
<b>Column 5: Use of Results</b> 1.1 Criteria met. Results indicate students are demonstrating skill levels expected for success in the work force employed in the HVAC trade. The same outcome is planned for evaluation for spring 2010 as comparison of success.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 1.2 80% of students will receive a score of 4 (0-4 scale) on a lab task/written test on "Attaching Piercing Type Access Valve to a Small Refrigeration Appliance" (RAC 108).	<b>Column 4: Summary of Data Collected</b> 1.2 67% of students (2/3) received a score of 4 on the lab demonstration task. 33% (1/3) received a score of 3.
<b>Column 5: Use of Results</b> 1.2 Criteria not met. Due to the small number of students (n=3) who performed the lab demonstration task the result showed lower results than the projected goal of 80%. The same outcome is planned for evaluation for spring 2010 as comparison of success.	

<b>Refrigeration and Air Conditioning Technology (continued)</b>	
<b>Column 2: Learning Outcome #2</b> - Students will be able to operate a recovery machine to properly recover refrigerant from a refrigerant system to a recovery cylinder.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 2.1 80% of students will receive a score of 4 (scale of 0-4) on a lab task/written test on "Use of Refrigerant Recover/ Recycling Equipment" (RAC 101).	<b>Column 4: Summary of Data Collected</b> 2.1 53% of students (15/28) received a score of 4 on the lab demonstration task. 28% (8/28) received a score of 3, and 14% (5/28) received a score of 2.
<b>Column 5: Use of Results</b> 2.1 Criteria not met. Results indicate half of the students performing the task are demonstrating the skill levels independently and proficiently as expected for success in the work force. The lab demonstration task will be reevaluated due to the result showing 28% of the students only meeting a score of three, and 5 below the expected projection of 80%. The same outcome is planned for evaluation for spring 2010 as comparison of success and improvement on the task performance.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 2.2 80% of students will receive a score of 4 (scale of 0-4) on a lab task/written test on "Use of the Vacuum Pump to Properly Evacuate a Refrigeration System (RAC 101).	<b>Column 4: Summary of Data Collected</b> 2.2 42% of students (11/26) received a score of 4 on the lab demonstration task. 23% (6/26) students received a score of 3, and 35% (9/26) received a score of 2 or below.
<b>Column 5: Use of Results</b> 2.2 Criteria not met. Results indicate less than half of the students performing the task are demonstrating the skill levels independently and proficiently as expected for success in the work force. The lab demonstration task will be reevaluated due to the result showing 34% of the students meeting only a score of two or below the expected projection of 80%. The same outcome is planned for evaluation for spring 2010 as comparison of success and improvement on the task performance.	

## Health Careers Division

<b>Certified Nursing Assistant</b>	
<b>Column 1: Mission</b> - To provide educational opportunities that enable students to acquire the knowledge and skills necessary to enter a specific career.	
<b>Column 2: Learning Outcome #1</b> - Establish and maintain a safe and pleasant environment.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 1.1 Using the Final Clinical Student Evaluation Tool 90% of the students will receive a rating of satisfactory on each of the four components of Safety.	<b>Column 4: Summary of Data Collected</b> 1.1 100% of the students received a rating of satisfactory on each of the 4 components (Jan-May 2009, n=210).
<b>Column 5: Use of Results</b> 1.1 Criteria met. All students completing the course must obtain satisfactory rating in this area. Will investigate another measure to improve program.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 1.2 Using the Illinois Nurse Assistant/Training Competency Evaluation Program Cluster Scores Report the student will obtain a result of 90% regarding resident's rights.	<b>Column 4: Summary of Data Collected</b> 1.2 Jan 2009 - 94.5% (n=88) Feb 2009 - 89.1% (n=19) Mar 2009 - 90% (n=2) Apr 2009 - 94.5% (n=51) May 2009 - 93.3% (n=3).
<b>Column 5: Use of Results</b> 1.2 Criteria met. Patient identification is a high risk area. Continue to monitor results. If overall result falls below 90% we will investigate the result.	
<b>Column 2: Learning Outcome #2</b> - Demonstrate basic nursing skills while caring for patients	
<b>Column 3: Means of Assessment and Criteria for Success</b> 2.1 Using the Final Clinical Student Evaluation Tool 90% of the students will receive a rating of satisfactory on each of the four components of Manual Skills.	<b>Column 4: Summary of Data Collected</b> 2.1 Spring 2009 - 100% (n=210).
<b>Column 5: Use of Results</b> 2.1 Criteria met. All students completing the course must obtain satisfactory rating in this area. Will investigate another measure to improve program.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 2.2 Using the Illinois Nurse Assistant/Training Competency Evaluation Program Cluster Scores Report the student will obtain a result of 80% regarding performing Basic Nursing Skills.	<b>Column 4: Summary of Data Collected</b> 2.2 Jan 2009 - 87.1% (n=88) Feb 2009 - 86.6% (n=19) Mar 2009 - 76.1% (n=2) Apr 2009 - 87.9% (n=51) May 2009 - 84.1% (n=3).
<b>Column 5: Use of Results</b> 2.2 Criteria met with the exception of the March 2009 group with an n=2. Continue to monitor results. If overall result falls below 80% we will investigate the result.	



<b>Dental Hygiene</b>	
<b>Column 1: Mission</b> – To provide educational opportunities that enable students to acquire the knowledge and skills necessary to enter a specific career.	
<b>Column 2: Learning Outcome #1</b> - Utilize the dental hygiene process of care, ADPIE (assessment, diagnosis, planning, implementation and evaluation) in provision of comprehensive quality patient care.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 1.1 100% of students taking the National Dental Hygiene Board Examination will pass.	<b>Column 4: Summary of Data Collected</b> 1.1 100% (28/28) passed the National Board Exam.
<b>Column 5: Use of Results</b> 1.1 Criteria met. The National mean is 84.4% and Harper's mean was 88.1. Not only did all students pass, the mean was higher than the national average. Continue to measure.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 1.2 Using the graduate follow up survey, 100% of students will report responses of "very well prepared" or "well-prepared" to competency #1 - Utilize the dental hygiene process of care (ADPIE) in provision of competent patient care.	<b>Column 4: Summary of Data Collected</b> 1.2 100 % (20/20) reported they were prepared or very well prepared. (Mean = 2.75 on a 3 pt scale).
<b>Column 5: Use of Results</b> 1.2 Criteria met. The mean score of 2.75 is an increase from 2007 graduates who were at a 2.62 level. Continue to measure.	
<b>Column 2: Learning Outcome #2</b> - Critically evaluate the validity of new information, new products and/or techniques and their relevance to the practice of dental hygiene.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 2.1 Using an inquiry project rating form, 100% of students will receive a rating of acceptable.	<b>Column 4: Summary of Data Collected</b> 2.1 100% of students received an "acceptable" rating on the inquiry project.
<b>Column 5: Use of Results</b> 2.1 Criteria met.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 2.2 Using the senior exit survey, 95% of student will rate their preparation as "prepared" or "very well prepared" in the Information Management and Critical Thinking sections.	<b>Column 4: Summary of Data Collected</b> 2.2 Problem solving and decision making: 27% prepared & 85% very prepared. Safety & efficacy of oral health products: 35% prepared & 65% very prepared. Communicate professional knowledge: 23% prepared & 77% very prepared. Demonstrate self-assessment tools: 12% prepared & 88% very prepared. Assume responsibility for dental hygiene actions: 8% prepared & 92% very prepared. Interpret published reports and apply the information correctly: 4% very inadequately prepared; 31% prepared & 65% very prepared. Value the need for life-long learning: 23% prepared & 77% very prepared.
<b>Column 5: Use of Results</b> 2.2 Criteria met in all but one area, 100% of students rated their preparation as "prepared" or "very well prepared." Continue to measure.	

<b>Diagnostic Medical Sonography</b>	
<b>Column 1: Mission</b> - To provide educational opportunities that enable students to acquire the knowledge and skills necessary to enter a specific career.	
<b>Column 2: Learning Outcome #1</b> - The graduates will have sufficient clinical knowledge to function as entry level sonographers in a clinical setting.	
<b>Column 3: Means of Assessment and Criteria for Success</b> <b>1.1</b> 90% of students will score 75% or higher on a comp. case study interpretation exam (DMS 208 & 210 - Sp. 09). Item analysis - No more than 25% of the students will score below 75% on any case study interpretation subcomponent.	<b>Column 4: Summary of Data Collected</b> <b>1.1</b> 92% of students scored an 82% or higher on a comprehensive case study exam administered at the end of DMS 208 and DMS 210. Item analysis determined that 8-17% of the students scored below a 75% on any case study interpretation subcomponent.
<b>Column 5: Use of Results - 1.1</b> Criteria met. Will continue to monitor this outcome via the case study interpretation exam administered at the end of DMS 208 and DMS 210 Spring 2010 to confirm validity.	
<b>Column 3: Means of Assessment and Criteria for Success</b> <b>1.2</b> 80% of clinical internship mentors will report both the students overall and specific clinical knowledge categories at or above a 4 on a 5 pt scale on the intern performance evaluation administered at end clinical 2009.	<b>Column 4: Summary of Data Collected</b> <b>1.2</b> 92% of clinical internship mentors reported the students overall clinical knowledge at or above a 4 on a 5 pt scale. 83-100% of the mentors rated each specific clinical knowledge category at a 4 or higher on a 5 pt scale.
<b>Column 5: Use of Results - 1.2</b> Criteria met. Will continue to monitor this outcome via the intern performance evaluation administered at end clinical 2010 to confirm validity.	
<b>Column 2: Learning Outcome #2</b> - The graduates will have sufficient clinical skills to function as entry level sonographers in a clinical setting.	
<b>Column 3: Means of Assessment and Criteria for Success</b> <b>2.1</b> 90% of students will score at or above a 2 on a 0-3 point rating scale on a locally developed rubric assessing imaging skills. Students will be evaluated by same lab instructor at the end of DMS 206 Fall 2008. Item analysis will determine that no more than 25% of the students will score below a 2 on any imaging skill subcomponent.	<b>Column 4: Summary of Data Collected</b> <b>2.1</b> 91% of students scored at or above a 2 on a 0-3 point rating scale on a locally developed rubric designed to assess imaging skills. Item analysis determined that 0-18% of the students scored below a 2 on any imaging skill subcomponent with two exceptions. 27% scored below a 2 on both pancreas image quality and kidney image quality subcomponents.
<b>Column 5: Use of Results - 2.1</b> Criteria met with two exceptions. Will ensure that sufficient instruction and practice are given on optimizing kidney and pancreas images. Will continue to monitor this outcome via the locally developed imaging skills rubric at the end of DMS 206 Fall 2009.	
<b>Column 3: Means of Assessment and Criteria for Success</b> <b>2.2</b> 80% of clinical internship mentors will report both the students overall and specific clinical skills categories at or above a 4 on a 5 pt scale on the intern performance evaluation administered at end clinical 2009.	<b>Column 4: Summary of Data Collected</b> <b>2.2</b> 92% of mentors reported students overall clinical skills at or above a 4 on a 5 pt scale. 83-100% of the mentors rated each clinical skills category at a 4 or higher on a 5 pt scale with one exception. 67% rated "the student demonstrates improvement in the time it takes to complete a study" at a 4 or higher (5 pt scale).
<b>Column 5: Use of Results - 2.2</b> Criteria met with one exception. Continue to monitor students on clinical failing to make progress on the time it takes to complete a study and devise an action plan. Two of the students scoring low in this category were identified and remediated by extending their clinical. Continue to monitor this outcome via the intern performance evaluation (end of clinical '10) to confirm validity.	
<b>Column 2: Learning Outcome #3</b> - The graduates will have sufficient professional skills to function as entry level sonographers in a clinical setting.	
<b>Column 3: Means of Assessment and Criteria for Success</b> <b>3.1</b> 80% of clinical internship mentors will score the students overall and specific professional skills categories at or above a 3 on a 0-4 pt rating scale on a locally developed rubric designed to assess clinical performance at end clinical spring 2009.	<b>Column 4: Summary of Data Collected</b> <b>3.1</b> 100% of clinical internship mentors reported the students overall professional skills at/above a 4 (5 pt scale). 92-100% of mentors rated each specific professional skills category at a 4 or higher on a 5 pt scale with 1 exception. 75% rated student works effectively without detailed instruction at 4 or higher (5 pt scale).
<b>Column 5: Use of Results - 3.1</b> Criteria met with one exception. Will continue to monitor students on clinical failing to work effectively without detailed instruction and devise an action plan. Two of the students scoring low in this category were identified and remediated by extending their clinical. Will continue to monitor this outcome via the intern performance evaluation administered at end clinical 2010 to confirm validity.	
<b>Column 3: Means of Assessment and Criteria for Success</b> <b>3.2</b> 90% of students will score at or above a 2 on a 0-3 pt rating scale on the communication subcomponent on a locally developed rubric designed to assess imaging skills. Students will image same subject and be evaluated by same lab instructor at the end of end of DMS 206 Fall 2008.	<b>Column 4: Summary of Data Collected</b> <b>3.2</b> 91% of students scored at or above a 3 on a 0-3 pt rating scale on the communication subcomponent on a locally developed rubric designed to assess imaging skills.
<b>Column 5: Use of Results - 3.2</b> Criteria met. Will continue to monitor this outcome via the communication subcomponent on a locally developed rubric designed to assess imaging skills given at end of DMS 206 Fall 2009 to confirm validity.	

<b>Dietetic Technician</b>	
<b>Column 1: Mission</b> – To provide educational opportunities that enable students to acquire the knowledge and skills necessary to enter a specific career.	
<b>Column 2: Learning Outcome #1</b> - Demonstrate professional beliefs, values, attitudes and behaviors for the dietetic technician level of practice.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 1.1 After completing DIT 150, using the Preceptor Evaluation Checklist, 80% of the students will achieve a rating of 3 or higher on in each of the following areas: a. Communication b. Professionalism.	<b>Column 4: Summary of Data Collected</b> 1.1 100% (15/15) of students received a 3 or above on Communication and Professionalism.
<b>Column 5: Use of Results</b> 1.1 Criteria met. Revised outcomes as a result of new accreditation standards. Will use this year's data as baseline and repeat 2009-2010.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 1.2 Using the Professional Performance Checklist, 80% of the students will achieve a rating of 4 in each of the following areas: a. Communication/ Collaboration/Teamwork b. Professionalism/Ethics (end of DIT 200).	<b>Column 4: Summary of Data Collected</b> 1.2 83% (5/6) of students achieved a 4 on communication and 100% (6/6) received a 4 on professionalism.
<b>Column 5: Use of Results</b> 1.2 Criteria met. Revised outcomes as a result of new accreditation standards. Will use this year's data as baseline and repeat 2009-2010.	
<b>Column 2: Learning Outcome #2</b> - Apply basic managerial functions in the provision of nutrition related services.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 2.1 Using the Competency Checklist, 80% of students will achieve a rating of 3 or higher in each of the following areas: a. Perform supervisory functions for production and service of food. b. Participate in performance and quality improvement activities for clinical and customer service (end of DIT 150).	<b>Column 4: Summary of Data Collected</b> 2.1 95% (19/20) students received a 3 or above on area a. and 100% (20/20) received a 3 or above on area b.
<b>Column 5: Use of Results</b> 2.1 Criteria met. Revised outcomes as a result of new accreditation standards. Will use this year's data as baseline and repeat 2009-2010.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 2.2 Using the Competency Checklist, 80% of the students will achieve a rating of 4 in each of the following areas: a. Perform supervisory functions for production and service of food. b. Participate in performance and quality improvement activities for clinical and customer service (end of DIT 200).	<b>Column 4: Summary of Data Collected</b> 2.2 83% (5/6) students received a 4 on both areas a and b.
<b>Column 5: Use of Results</b> 2.2 Criteria met. Revised outcomes as a result of new accreditation standards. Will use this year's data as baseline and repeat 2009-2010.	

<b>Medical Office Administration</b>	
<b>Column 1: Mission</b> – To provide educational opportunities that enable students to acquire the knowledge and skills necessary to enter a specific career.	
<b>Column 2: Learning Outcome #1</b> – The student will be prepared to complete a 160-hour externship in a medical facility during the spring semester.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 1.1 90% of students will successfully complete a 160 hour externship in a medical facility (spring semester).	<b>Column 4: Summary of Data Collected</b> 1.1 100% of the students registered for the Health Care Office Manager externship completed the externship.
<b>Column 5: Use of Results</b> 1.1 Criteria met. Will continue to use this measure as an identifier for student retention/success.	
<b>Column 2: Learning Outcome #2</b> - The student will demonstrate the ability to exhibit "professional behavior" as it pertains to the field of health care management.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 2.1 95% of the students will receive a rating of "average" or "above average" on the "Professionalism" component of the externship evaluation.	<b>Column 4: Summary of Data Collected</b> 2.1 Every student (100%) in the externship received "average" or "above average" ratings from the externship sites on the scoring component of "Professionalism".
<b>Column 5: Use of Results</b> 2.1 Criteria met. This assessment will be retained for next year because of its importance.	

<b>Medical Assistant Certificate</b>	
<b>Column 1: Mission</b> - To provide educational opportunities that enable students to acquire the knowledge and skills necessary to enter a specific career.	
<b>Column 2: Learning Outcome #1</b> - The student will have the ability to help coordinate and facilitate patient care in the medical facility.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 1.1 90% of students will successfully complete their 208-hour externship during the fall and spring semester.	<b>Column 4: Summary of Data Collected</b> 1.1 89% of students completed the externship. One student withdrew due to personal issues and two students were dismissed from the externship and program due to unprofessional behavior.
<b>Column 5: Use of Results</b> 1.1 Criteria not met. Outcomes will be assessed again next cycle. We will continue to use 90% as criteria for success.	
<b>Column 2: Learning Outcome #2</b> - The student is able to effectively perform the clinical competencies of the medical assisting program as outlined by the AAMA (American Association of Medical Assistants) in MOA 215-Clinical Competencies, during the fall semester.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 2.1 100% of the students will participate in and complete 90% of the required clinical competencies.	<b>Column 4: Summary of Data Collected</b> 2.1 100% of the students in MOA 215-Clinical Procedures completed a minimum of 90% of their clinical competencies.
<b>Column 5: Use of Results</b> 2.1 Criteria met. Continue to measure this outcome.	
<b>Nursing</b>	
<b>Column 1: Mission</b> - To provide the first two years of baccalaureate education in the liberal and fine arts, the natural and social sciences and pre-professional curricula designed to prepare students to transfer to four year colleges and universities.	
<b>Column 2: Learning Outcome #1</b> - Provide safe, holistic care for a diverse population of clients.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 1.1 90% of the students will achieve a score of "2" or greater in the area of "Safety" on the Clinical Evaluation Tool.	<b>Column 4: Summary of Data Collected</b> 1.1 NUR 112 Spring 2009: 61/68 (90%) students scored "2" or greater in the area of "Safety" on the Clinical Evaluation Tool. NUR 141 Spring 2009: 57/60 (95%) students scored "2" or greater in the area of "Safety" on the Clinical Evaluation Tool. NUR 151 Spring 2009: 61/62 (98%) students scored "2" or greater in the area of "Safety" on the Clinical Evaluation Tool.
<b>Column 5: Use of Results</b> 1.1 Criteria met. Continue to monitor the curriculum related to safety.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 1.2 90% of the students will satisfactorily pass course specific nursing skill exam.	<b>Column 4: Summary of Data Collected</b> 1.2 NUR 112 Spring 2009: 66/68 (97%) students passed the nursing skill exam.
<b>Column 5: Use of Results</b> 1.2 Criteria met. Continue to monitor the curriculum related to nursing skills.	
<b>Column 2: Learning Outcome #2</b> - Utilize critical thinking skills to improve client outcomes.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 2.1 90% of the students will achieve a score of "2" in "Critical Thinking" on the Clinical Evaluation Tool.	<b>Column 4: Summary of Data Collected</b> 2.1 NUR 112 Spring 2009: 63/68 (93%) students scored a "2" or greater in "Critical Thinking" on the Clinical Evaluation Tool. NUR 141 Spring 2009: 57/60 (95%) students scored a "2" or greater in "Critical Thinking" on the Clinical Evaluation Tool. NUR 151 Spring 2009: 61/62 (98%) students scored a "2" or greater in "Critical Thinking" on the Clinical Evaluation Tool.
<b>Column 5: Use of Results</b> 2.1 Criteria met. Continue to evaluate the curriculum related to critical thinking.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 2.2 90% of the students will score 850 or above on the HESI Exam.	<b>Column 4: Summary of Data Collected</b> 2.2 Summer 2009: 18/44 (41%) first year (Class of May, 2010) students scored 850 or above on the HESI exam.
<b>Column 5: Use of Results</b> 2.2 Criteria not met. Evaluate the curriculum related to content areas with below average scores.	

<b>Radiologic Technology</b>	
<b>Column 1: Mission</b> – To provide educational opportunities that enable students to acquire the knowledge and skills necessary to enter a specific career.	
<b>Column 2: Learning Outcome #1</b> - The student will be able to critique radiographs.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 1.1 Using the Clinical Competency Form (Image evaluation section), 90% of the students will pass the image evaluation section on their first attempt.	<b>Column 4: Summary of Data Collected</b> 1.1 100% of the students passed the image evaluation section on their first attempt.
<b>Column 5: Use of Results</b> 1.1 Criteria met. Will continue to evaluate.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 1.2 Using the Lab Film Critiques rubric, 100% of the students will achieve a composite score of 90% or higher on film critiques.	<b>Column 4: Summary of Data Collected</b> 1.2 85.5% of students achieved the 90% or higher on film critiques on film critiques.
<b>Column 5: Use of Results</b> 1.2 Criteria not met. Will continue to evaluate.	
<b>Column 2: Learning Outcome #2</b> - The student will be able to alter technical factors and positioning changes needed to accommodate patient pathological conditions.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 2.1 Using the Pathology Project Rubric patient positioning and techniques changes components, 80% of the students will receive a score of 10 or higher on a scale of 1-12 (RAD 206).	<b>Column 4: Summary of Data Collected</b> 2.1 93% of the class received a score of $\geq 11$ .
<b>Column 5: Use of Results</b> 2.1 Criteria met. Will continue to evaluate.	
<b>Column 2: Learning Outcome #3</b> The student will be able to offer patient care for a diverse population.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 3.1 Student will be given an Age-Specific Test - student average will be 80% or higher (RAD 209).	<b>Column 4: Summary of Data Collected</b> 3.1 Student average score was 85.8% on the Age-Specific Test.
<b>Column 5: Use of Results</b> 3.1 Criteria met. Will continue to evaluate.	
<b>Column 3: Means of Assessment and Criteria for Success</b> 3.2 Using the Pediatric Chest Competency Communication section student average will be 80% or higher.	<b>Column 4: Summary of Data Collected</b> 3.2 Student average score was 100% on the Pediatric Chest Competency Communication section.
<b>Column 5: Use of Results</b> 3.2 Criteria met. Will continue to evaluate.	

**To:** General Education Outcomes Assessment Committee

**From:** Drs. Joshua P. Sunderbruch and Rich Johnson

**Subject:** Writing Proficiency Pre-Study

**Date:** 2/19/09

### **Overview**

This is a brief report on the findings of the English Department subcommittee on General Education Outcomes. Over summer 2008, four faculty members in the English Department evaluated 100 randomly-selected essays from a number of campus courses. The intent of the study was to develop a snapshot of cross-curricular writing development on campus. However, three factors should be noticed:

- The size of the study (limited by available resources and time) prevents these findings from being statistically significant.
- Because of the nature of the data collection (the essays were written for different prompts and to different teachers' expectations), there is a danger that some of the factors being compared are not, in fact, analogous.
- Past reviews have found that outcomes assessment is most effective when scorers have undergone extensive "norming" work; again, the limited nature of the study prevented that from being possible.

The reviewers looked for two traits (control of ideas and appropriate use of Standard American English). For the sake of simplicity and transparency, essays were evaluated with one of the following scores: 0 (the essay lacks the desired trait), 1 (the essay exhibits the desired trait), or 2 (the essay exhibits the desired trait to an extraordinary degree). A dual-reader format was followed, so that each essay was scored twice.

### **Findings**

The majority of the essays evaluated demonstrated the two traits reviewed. College-level control was present in 79 of the essays, and appropriate language use was present in 87. Eight essays lacked both traits, while eleven showed one or both of those traits to exceptional degree. This initial study suggests that, on the whole, students are maintaining adequate facility with college-level composition ability.

The lower "control" score could be a result of the testing format itself, as the integration of the data collection into a test structure could have encouraged students to perform a simple "data dump", trying to impress the instructor with breadth of knowledge instead of mastery of the same. However, the strong results overall are encouraging.

### **Concerns**

Beyond sample size, the largest concern of this analysis is that the students are not normalized sufficiently. Without knowing course history and background information, drawing large-scale conclusions is premature. Additionally, the presence of eight students who have, apparently, been passed through multiple stages of our curriculum without learning "composition fundamentals" is reason to pause.

### **Recommendations**

Depending on the disposition of the committee, two approaches are indicated by these results. *Option 1* would be to de-prioritize review of campus writing development. Two studies have now suggested, anecdotally, that cross-curricular composition is satisfactory. Focus on other outcomes might be more beneficial. *Option 2* would be to use this study as a pilot for a more resource-intensive study. As we now have a decent protocol in place, it should be possible to develop a more thorough investigation. If funding is an issue, perhaps this study could be facilitated by the new office of Outcomes Assessment and Institutional Effectiveness (or perhaps through one of the Teaching and Learning Grants).





### **General Education Outcomes Assessment: Critical Thinking**

The General Education Outcomes Assessment Committee assessed critical thinking skills of Harper students during the 2008 fall term. The California Critical Thinking Skills Test (CCTST) was used as the assessment tool. Student participants chosen for the study included those with 45 or more college credit hours at Harper College, those with 13 – 44 credit hours and those with less than 12 credit hours. A total of 800 students were chosen to complete the CCTST, and out of the 800 selected 536 students completed the CCTST. Due to overlapping classes, 52 students completed the instrument more than once and were eliminated from the study. Thus, results from 484 students enrolled in courses in the following departments were analyzed: Art, Cardiac Technology, Chemistry, Education, Early Childhood Education, History, Mathematics, Medical Office Assistant, Music, Nursing, Paralegal Studies, Philosophy, Political Science and Radiological Technology. Student credit hour groupings may not be completely accurate as transfer work for many was unavailable through the student information database. The CCTST was administered to students with the instructions to do the best job they could. Student participants in the study did not receive any credit or other compensation for completing the instrument.

The **CCTST 2000** is a 34 item instrument purportedly based on the Delphi consensus of critical thinking and possesses reasonable psychometric properties (Lambert, 2008; Martin, 2008). The CCTST provides six scores: Total, Analysis, Inference, Evaluation and Inductive and Deductive reasoning.

#### **Analysis**

Analysis is defined as “to comprehend and express the meaning or significance of a wide variety of experiences, situations, data, events, judgments, conventions, beliefs, rules, procedures or criteria,” and “includes the sub-skills of categorization, decoding significance and clarifying meaning.” It also means “to identify the intended and actual inferential relationships among statements, questions, concepts, descriptions or other forms of representation intended to express beliefs, judgments, experiences, reasons, information or opinions,” and “includes the sub-skills of examining ideas, detecting arguments and analyzing arguments into their component elements.” (Insight Assessment, p. 1)

#### **Evaluation**

Evaluation has two definitions in the CCTST. “First, it means ‘to assess the credibility of statements or other representations which are accounts or descriptions of a person’s perception, experience, situation, judgment, belief or opinion; and to assess the logical strength of the actual or intended inferential relationships among statements, descriptions, questions or other forms of representations,’ which includes the sub-skills of assessing claims and assessing arguments.” Additionally, it “...means ‘to state the result of one’s reasoning; to justify that reasoning in terms of the evidential, conceptual, methodological, criteriological and contextual considerations upon which one’s results were based; and to present one’s reasoning in the form of cogent arguments’ which includes the sub-skills of stating results, justifying procedures, and presenting arguments.” (Insight Assessment, p. 1)

#### **Inference**

The CCTST use of inference is defined as “to identify and secure elements needed to draw reasonable conclusions; to form conjectures and hypotheses, to consider relevant information, and to deduce the consequences flowing from data, statements, principles, evidence, judgments, beliefs, opinions, concepts, descriptions, questions, or other forms of representation which includes the sub-skills of querying evidence, conjecturing alternatives, and drawing conclusions.” (Insight Assessment, p.2).

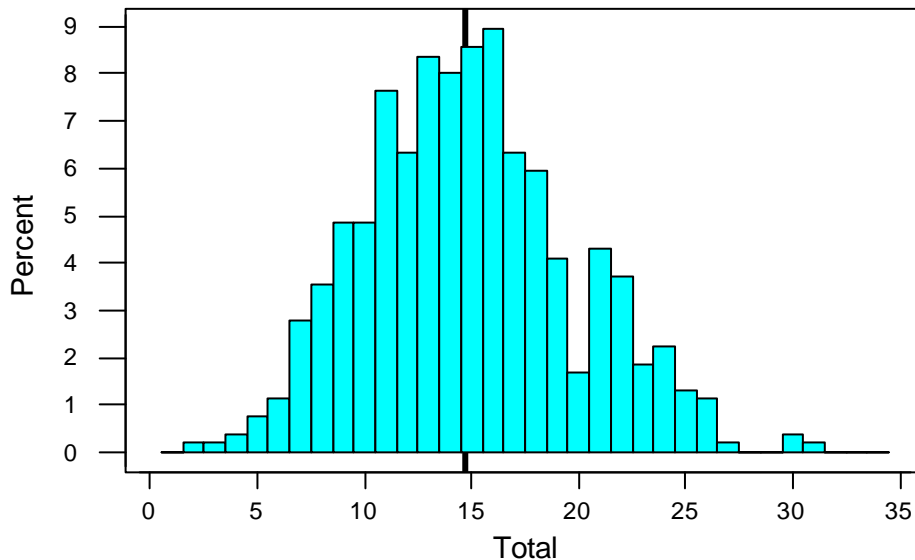
The CCTST includes two traditional scores for Deductive Reasoning and Inductive Reasoning. **Deductive Reasoning** “means the assumed truth of the premises purportedly necessitates the truth of conclusion” and **Inductive Reasoning** “means an argument’s conclusion is purportedly warranted, but not necessitated, by the assumed truth of its premises.” (Insight Assessment, p.2)

### Harper College Student Outcomes in Critical Thinking Assessment

**Total Mean Score.** For all Harper students sampled in fall 2008 the overall mean score was 14.9 (see dark line in graph below). This score is just below the 61<sup>st</sup> percentile for the aggregate sample of two-year college students taking the CCTST. The National Mean score for two-year college students was 14.7. In short, Harper students mean score was slightly above the two-year college national mean, but as the Standard Error of the Mean is .224 this difference is not statistically significant.

### Comparison to Two-Year College Students from our Aggregated Sample

Two Year National Mean = 14.7



The four quartile scores for 2-Year Colleges in the United States National Norms are listed below as well as the comparative Harper students’ Mean and Median scores.

Quartile	Analysis	Inference	Evaluation	Inductive Reasoning	Deductive Reasoning
25th	3	5	2	7	4
50th	4	7	4	9	6
75th	5	8	5	11	8
99th	6	9	6	12	9
Harper Mean	4.1007	6.886	3.875	8.465	6.397
Harper Median	4	7	4	8	6

As can be seen from the table above scores for Inductive Reasoning and Evaluation are the areas where Harper students fell below the 50<sup>th</sup> percentile.

### Critical Thinking Scores by Total Student Credit Hours

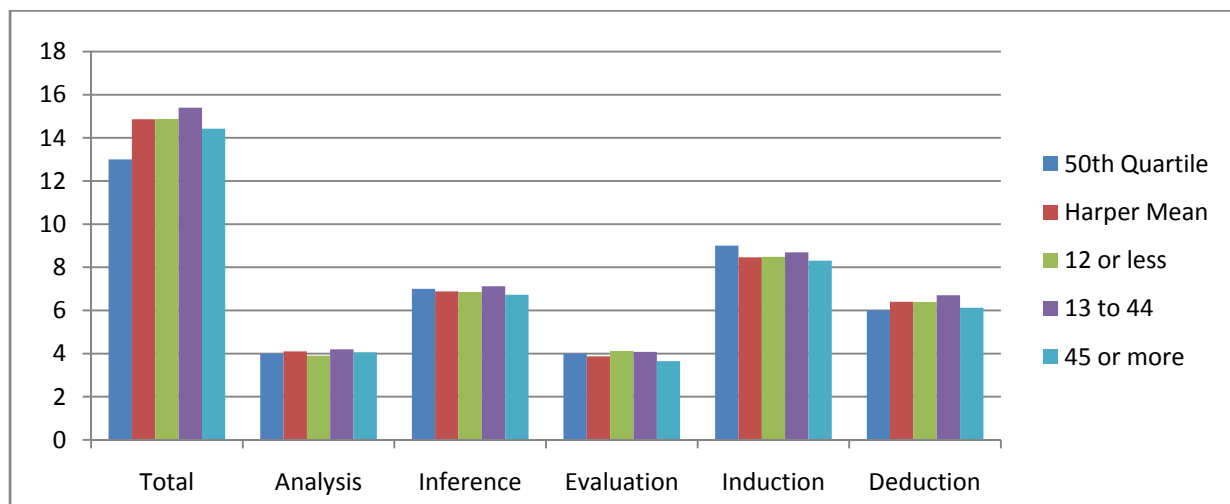
The Harper College student scores on the CCTST were analyzed based on their total number of completed college credit hours as identified by the student information system at Harper College. Students were grouped into the following categories: Those with 0 – 12 credit hours, those with 13 - 44 credit hours and those with 45 or more credit hours. For assistance with data analysis, the 50<sup>th</sup> quartile score is included in each area charted below along with Harper Students' Mean score in that area.

	Total	Analysis	Inference	Evaluation	Inductive Reasoning	Deductive Reasoning
50 <sup>th</sup> Quartile	13	4	7	4	9	6
Harper Mean	14.86	4.10	6.89	3.88	8.47	6.40
12 or less	14.88	3.90	6.85	4.12	8.49	6.39
13 to 44	15.40	4.20	7.12	4.08	8.69	6.71
45 or more	14.43	4.05	6.73	3.65	8.30	6.12

Yellow marks those that are at or above the 50th quartile score for 2-Year Colleges.

### Chart A - Critical Thinking Scores by Total Student Credit Hours

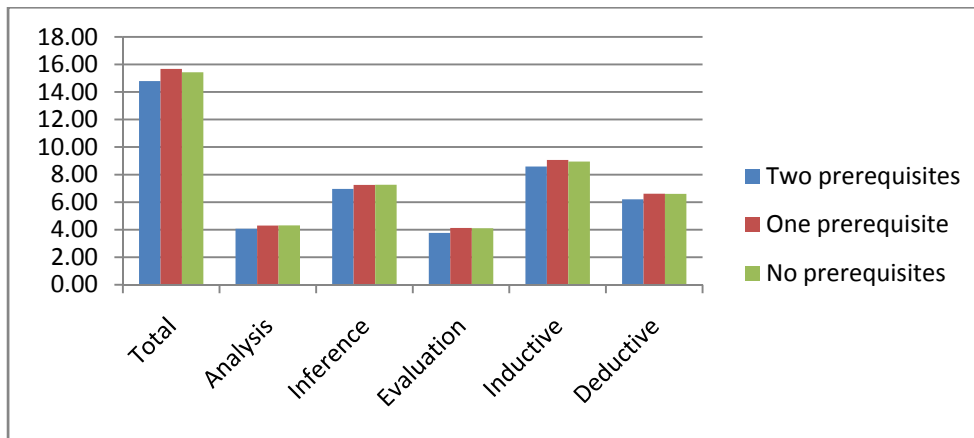
Comparison with 50% Nationwide Quartile and Harper Mean



### Influence of Course Pre-Requisites

Students in the study were enrolled in courses across the curriculum. Course data was separated into three groups: those courses without prerequisites, courses with one prerequisite, and those courses with more than one prerequisite. In every scale, the students in courses with more than one prerequisite scored slightly lower than those students in courses with only one prerequisite or those with no prerequisites. The difference between these scores in all cases was less than the standard deviation for each scale.

**Chart B - Influence of Course Prerequisites**

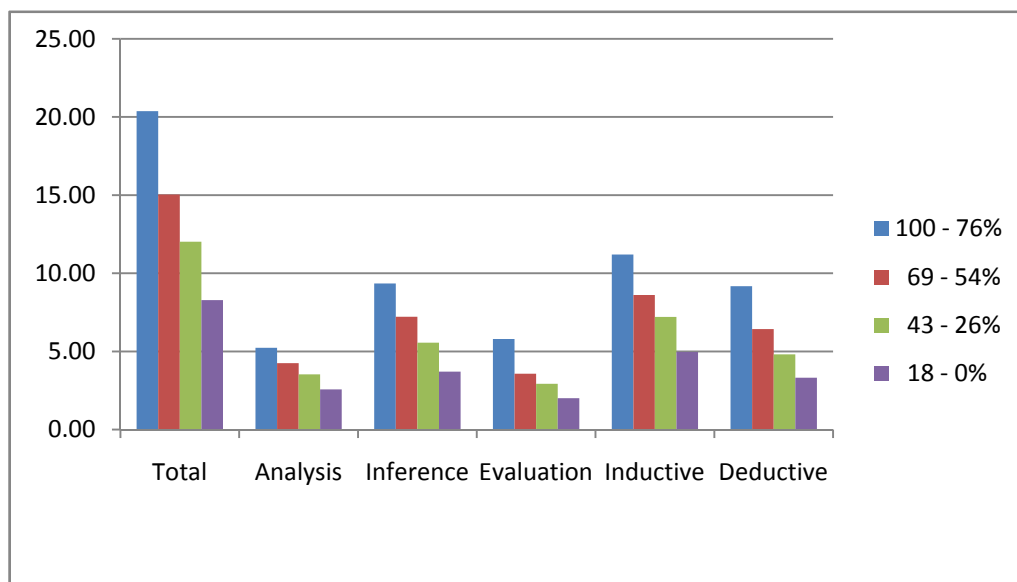


Prerequisites	Total	Analysis	Inference	Evaluation	Inductive	Deductive
Two prerequisites	14.79	4.07	6.96	3.76	8.59	6.20
One prerequisite	15.67	4.29	7.25	4.12	9.07	6.61
No prerequisites	15.43	4.31	7.27	4.10	8.95	6.60
50% Quartile	13	4	7	4	9	6
Standard Deviation	4.89	1.47	2.57	2.08	2.82	2.79

**Review by Percentile Ranking on CCTST**

The student results were also reviewed by the student’s overall percentile ranking. The actual total percentile ranks of each student were grouped into “quartiles” for comparison. Chart C shows the relative difference on each scale for those who were in each of the quartiles, and also shows that students that performed well overall performed well on the other scales of the CCTST as well.

**Chart C - Review by Percentile Ranking**



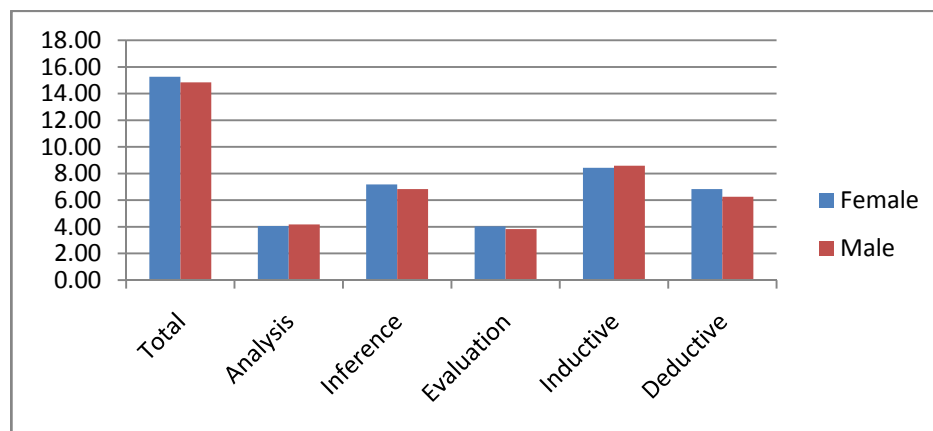
Percentile Rank	Total	Analysis	Inference	Evaluation	Inductive	Deductive
100 - 76%	20.38	5.23	9.35	5.79	11.20	9.17
69 - 54%	15.04	4.24	7.22	3.58	8.61	6.43
43 - 26%	12.02	3.53	5.56	2.93	7.21	4.81
18 - 0%	8.28	2.57	3.70	2.01	4.97	3.32
50 <sup>th</sup> Quartile	13	4	7	4	9	6
Standard Deviation	4.89	1.47	2.57	2.08	2.82	2.79

### Gender

Student scores were further analyzed by gender, although 16 students did not report their gender. Nevertheless women had a higher overall total score and a higher score on the scales of Inference, Evaluation, and Deductive Reasoning. Men had a higher score on the scales of Analysis and Inductive Reasoning. The differences between these scores, in all cases, are less than the standard deviation for each scale.

Gender	Total	Analysis	Inference	Evaluation	Inductive	Deductive
Female	15.27	4.06	7.18	4.03	8.43	6.83
Male	14.84	4.18	6.84	3.83	8.58	6.26
50 <sup>th</sup> Quartile	13	4	7	4	9	6
Standard Deviation	4.89	1.47	2.57	2.08	2.82	2.79

Chart D - Scores by Gender

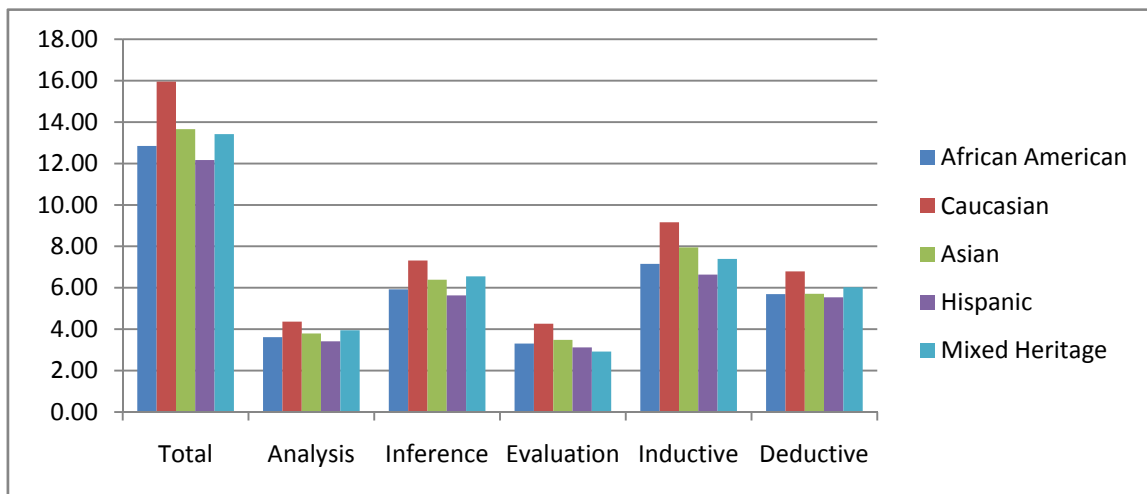


### Ethnicity

While 33 students did not report their ethnicity, results presented below show differences in scores based upon ethnicity. African American students were under represented in the study with only 13 students completing the instrument. The largest group was Caucasian students (296), then Asian (62), Hispanic (41) and 38 students who identified themselves as mixed heritage. Although there is some variation in average scores, the differences between these scores in all cases is less than the standard deviation for each scale. Additionally the differences in scores between Caucasian students and other ethnic groups are, at least in part, due to the vast differences in sample sizes.

Group	Total	Analysis	Inference	Evaluation	Inductive	Deductive
African American	12.85	3.62	5.92	3.31	7.15	5.69
Caucasian	15.95	4.37	7.32	4.27	9.16	6.79
Asian	13.66	3.79	6.39	3.48	7.95	5.71
Hispanic	12.17	3.41	5.63	3.12	6.63	5.54
Mixed Heritage	13.42	3.95	6.55	2.92	7.39	6.03
50 <sup>th</sup> Quartile	13	4	7	4	9	6
Standard Deviation	4.89	1.47	2.57	2.08	2.82	2.79

**Chart E - Scores by Self-Reported Ethnicity**



### Concluding Remarks

The CCTST has reasonably sound psychometric properties and is a decent measure of critical thinking skills nonspecific to any particular college discipline. The most cogent evidence of the validity of the CCTST is the statistically significant increase in students' CCTST scores following completion of a course in critical thinking as compared to no increase in critical thinking scores for control groups that do not take a course in critical thinking. Further support of the validity of the instrument is provided by the significant correlations found between scores on the CCTST and High School and College GPA's, or the significant +.72 correlation found between CCTST scores and Graduate Record Exam (GRE) scores. Unfortunately during administration of the CCTST at Harper College there were no steps taken to control for motivation as students received no credit or anything else for completing the CCTST. Data regarding GPA and age were also not collected, and as has been shown by Facione and others (2002), GPA and age are important variables to take into account when attempting to analyze critical thinking scores and skills. It should also be pointed out that there was a significant negative correlation found in the data from Harper Students  $r = -.17$   $p > .0001$  between credit hours completed and CCTST total scores. This minimal correlation although significant indicates that 3% of the variance in CCTST scores was accounted for by the number of credit hours students had completed. However, in this case, the more credit hours the student had completed the lower their total score, which is quite the opposite of what one would hypothesize. It is quite feasible that this albeit minimal relationship is due to the fact that students with

more credit hours are more aware of what needs to be taken seriously in class, and what doesn't. This line of reasoning is further supported by the fact that the average percentage correct for Harper students was 44% compared to the average percentage correct of the national sample of 43%. Thus, possible recommendations might include establishing a critical thinking baseline at Harper and teasing out the factors that contribute to critical thinking. For if we want to know what types of interventions can improve critical thinking we need to determine what percentage of the variation in critical thinking scores is due to faulty methodological and test administration procedures and what portion of the variance in critical thinking skills is due to student skills and thus amenable to educational intervention.

### References

- Facione, P. A. Facione, N. C. Blohm, S. W. & Giancarlo. C. F. (2002). *The California Critical Thinking Skills Test: Test manual 2002 Updated Edition*. Insight Assessment: Millbrae, CA.
- Lambert, M. E. (in press). Review of the California Critical Thinking Test (Revised). In R.A. Apies, J.F. Carlson & K. F. Geisinger (Eds.). *The eighteenth mental measurements yearbook*. Retrieved from the Buros Institute's Test Reviews Online website: <http://www.unl.edu/buros>.
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- Willis, S. *The Seattle Longitudinal Study*. Retrieved from <http://geron.psu.edu/sls/>.





## Format for the Final Program Review Report

[ACADEMIC AFFAIRS -Transfer Programs]

The purpose of the Program Review Report is to **briefly** look at what has happened over the past five years and to **spend significant time developing a plan** for the next five years. Ideally, it is a "quick" look back and a more detailed look forward that emphasizes implementing what we've learned through research and assessment to plan for the future.

Please prepare your report in narrative form using the following outline to guide your review of the past, the present, and your planning for the future. Please address the items in each area if they are applicable to your program. If you have research or assessment data that is applicable to an area, please discuss how data informs your future activities and planning.

The items listed below are "starting points" for your narrative, but are not all inclusive. Feel free to include any comments and analysis you think are appropriate. Please summarize all **recommendations in the section labeled "Recommendations"**. The information and assessment analysis in the other sections should support your recommendations and new five-year plan.

### I. BACKGROUND OF THE STUDY

Please provide a brief description of the composition of the department team writing the Program Review Report and describe any noteworthy activities undertaken to complete the report. Department full-faculty are expected to take an active role in program review and planning. Departments are encouraged to engage part-time faculty throughout the process to gain information needed for department planning.

### II. PROGRAM RESEARCH AND DEVELOPMENT

This section is dedicated to **briefly looking at what has happened in the department** over the past five years. The areas in this section come out of the program review process recommended by the Illinois Community College Board and are areas that are reviewed during Recognition Visits at the college every 5 to 7 years.

#### PROGRAM SCOPE

- A. **Briefly** describe the current scope and objectives of the program. Please include a discussion of the relationship of the program to other Harper College programs and courses (for example, how is your program supported by general education courses or discipline based support courses from related disciplines).
- B. What is the relationship of the program to similar programs and courses in the community, region, and state? If the program is significantly different, explain what assessment data was used to determine the need to have a significantly different program.

#### STUDENT NEED

- A. What is the enrollment data since the last review? Please include an analysis of any significant fluctuations (increases, decreases). What is affecting these trends? Are you following the college enrollment trend? If not, what is influencing this change from that trend? Are there any special admissions policies or College, program, or department procedures currently in place which impact enrollment in the courses or degree program (s) in your department? What has been their impact?
- B. What are your enrollment projections for the next 3-5 years? Please include an explanation of factors which support your projections (e.g., articulation agreements with other colleges; general education requirement changes; changes in your support courses for other majors at Harper; changes in support courses for your program from other areas at Harper, etc.).
- C. Discuss the articulation of your courses - how well do your courses transfer as major courses, general education courses, or electives at other 2-year and 4-year institutions?

**STUDENT LEARNING OUTCOMES, ACHIEVEMENT, PLACEMENT AND FOLLOW-UP**

- A. Identify the general student learning outcomes of the program or your courses.
  - a. Describe the measures used to assess the degree to which students achieve these outcomes in your classes beyond the assessment done for General Education Outcomes across the curriculum.
  - b. Discuss the results from student learning outcomes assessments and any measures that have been implemented since your last program review for program improvement.
  - c. Document any significant changes in curriculum, pedagogy, etc. implemented in response to the results of your outcomes assessment efforts. Please include the information from the assessments that lead to any changes. Include the 5-column assessment materials if you used that format for reporting assessment results.
- B. Identify how your department has been involved with General Education Outcomes assessment.
  - a. What have you learned through this process?
  - b. What have you changed based on the information this assessment has provided?
  - c. Identify any new courses in the curriculum that have not yet been mapped to student learning outcomes for your program or to the General Education Outcomes.
  - d. Complete the mapping for the(se) course(s) to the General Education Outcomes and include the documentation in this program review.
- C. Discuss the relative success of former students in transferring to senior institutions in related majors.
- D. Discuss any feedback received from former students and senior institutions in terms of program strengths, weaknesses and opportunities for the future.
- E. Discuss student retention data in terms of completion rates by program and include an explanation of any significant withdrawal patterns (# of W grades).
- F. Discuss the grading patterns from the previous five years and include an explanation of any significant trends, as appropriate.
- G. Discuss any relevant findings from the Achieving the Dream research and any changes made to courses or teaching processes based on those findings.

**CURRICULUM and INSTRUCTION**

- A. What changes have been made to the curriculum since your last program review? If these changes have already been documented in the assessment section, you do not need to restate the same information in this section.
- B. What teaching modalities does the department currently use? What changes have you made to introduce new teaching modalities such as learning communities, negotiated learning, team teaching, distance learning, blended learning, short-term classes "fast track" open entry/open exit, etc.)?
- C. What assessment has been done to determine if the teaching modalities or different instructional approaches are meeting student learning needs?
- D. Does the department provide credit for prior learning? If so, for which classes? What improvements need to be done to this area? When was your last review of department exams used for credit for prior learning?

**STAFFING and STAFF DEVELOPMENT**

- A. What is the staffing pattern for your department (ratio of part-time to full-time faculty; students to faculty ratio) and the expertise represented among the faculty in terms of the department's ability to meet student demand and the needs of the department.
- B. Briefly describe the recent professional development activities engaged in by both full-time and part-time faculty. Please specifically list any professional development undertaken to better meet student learning needs in the department or the student learning outcomes assessment that leads to these activities.

**FACILITIES and EQUIPMENT**

- A. What classroom, lab, or other facilities (indoor, outdoor, off-campus, etc.) are being used by the department? Do these meet the needs of the department or have there been problems with these facilities? What assessment has been done to determine if there are different facility needs for the department?

- B. What equipment does the department currently use to assist in the learning process? Is the equipment meeting the needs of the department? What assessment has been done to determine if there are different equipment needs for the department? What long term replacement plans have been made to upgrade/renew equipment?

#### **SUPPORT SERVICES**

- A. Has the department made any changes in the way your area has utilized College support services to enhance program effectiveness (e.g., work with Admissions Outreach to enhance marketing to high school students; establish more formal referral system to encourage students to utilize the Writing Center and/or Tutoring Center; work more closely with IT/CS to identify innovative instructional software/hardware as it becomes available; work with Student Development faculty to clarify program objectives and any new curricula to further enhance advising partnership, etc.).
- B. Has the department made any changes in the way it utilizes the services of the Library?

#### **MARKETING AND PROMOTION**

- A. Describe the general approach taken by the department and/or individual faculty members to recruit students to the courses/degrees associated with the program and analyze the relative success you believe these efforts have brought.
- B. Are there any marketing or promotion activities of the College, admissions, or related outreach activities such as open houses that your department is associated with? If so, what are these activities and their related success?

#### **FINANCIAL ANALYSIS**

- A. Each department is given revenue/expense data shared through the operational analysis process in terms of the costs and benefits of the program from a financial perspective. How have the revenues or expenses changed over the past five years? What has contributed to those changes?
- B. If expenses have been greater than revenues in recent years, describe any efforts (planned or already in place) to move toward a balance of revenue and expenditures in the future.

#### **EXTERNAL CONSULTANTS**

- A. Provide a brief description of the external consultant(s) or department research using outside resources or visits to other programs/operations/facilities that your department focused on during this review. Describe the activities employed to gather information.
- B. Discuss the findings and respond to any concerns raised by the external consultant(s) or department research. If you used an external consultant, discuss and respond to the findings or concerns cited in the external consultant's report.
- C. Attach the report from the external consultant(s) or a summary of the research of the department.
- D. Describe the involvement of any advisory committees, external agencies (government or professional), other College faculty/staff, students, etc. and discuss their effect on the program and its continuing evaluation.

### **III. UNIT PLANNING AND RECOMMENDATIONS**

- A. **EXECUTIVE SUMMARY** Provide a brief summary, two pages maximum, of the processes, information, and analysis that lead to the program review recommendations and their priority order.
- B. **RECOMMENDATIONS AND ACTION PLAN** Prioritize, and develop chart (see suggested format for chart at the end of the outline) of recommendations in a Five Year Unit Plan. This unit plan will contain recommendations expressed as specific five year goals and strategies to implement the goals. The items in this plan should be a summary of actions for program improvement as documented throughout the program review report. The plan is expected to have evolved from student learning assessment, self study research or consulting, and the strengths, weaknesses, opportunities, and trends as identified by the department. Include a brief rationale for the key recommendations. The plan may include some or all of the following areas:
1. **Program Scope:** Do you anticipate any changes in the scope and overall objectives of the program? If so, please describe the changes.

2. **Student Need:** If the department or courses within the program have low enrollment, discuss the reasons to continue these courses or the program and/or any action steps that will be taken to make the program/courses more viable options for students.
3. **Curriculum and Instruction:** What curriculum changes are you planning for the next 5 years? What assessment data lead you to make these changes?
4. **Assessment:** What plans do you have for program or course assessments in the next 5 years? What plans do you have for participating in General Education Outcomes Assessment in the next 5 years?
5. **Staffing:** Describe any recommended staffing changes (net increases or decreases) resulting from faculty/staff turnover, retirements, incremental positions, etc. and include justification for any changes.
6. **Professional Development:** What professional development needs does your department have for the future? How will you meet these needs?
7. **Instructional Methods:** Describe plans for increasing innovative instructional methods or delivery modes for future semesters (e.g., Weekend College offerings, modular offerings, telecourses, interactive video/distance learning , on-line components, etc.). Describe assessment of new instructional methods.
8. **Facilities:** Discuss any anticipated and/or requested changes to program space/facilities/classrooms/labs (including relocation, additional space, remodeling, vacated space, etc.) in the next 3-5 years and include a brief explanation to support the changes.
9. **Equipment:** Discuss any anticipated replacements, purchases or leases of special equipment in the next 3-5 years that are necessary for the program and include an explanation to support the acquisitions.
10. **Campus Policies related to the department/program:** Discuss any anticipated changes to admissions policies or procedures that may impact future enrollment.
11. **Financial Concerns:** Discuss any changes the department will make related to the operational analysis information for the department.

#### IV. ICCB SUMMARY

An ICCB summary report template is required and should be completed in consultation with your Dean. This form will be provided to the specific department chair/coordinator electronically by the Associate Vice President of Academic Affairs. This completed summary page should be included with all the copies of the Final Program Review Report and returned electronically to the Associate Vice President of Academic Affairs.

#### V. EVALUATION OF PROGRAM REVIEW PROCESS

- A. Was the timeline realistic?
- B. Was the data provided clear? Helpful? Timely? Appropriate to your program?
- C. Did you receive adequate support from the Office of Research? The Division Dean? Office of Strategic Planning? Other offices?
- D. Were the questions you were asked to address appropriate? Stated clearly? Comprehensive?
- E. What specific suggestions do you have for improving this process in the future?

### VI. DEPARTMENT PROFILE DATA & OTHER DOCUMENTS

Please include copies of all profile data provided to you in the original binder, results of customized research, assessment information, and a copy of the external consultant(s) report.

#### Suggested Format for 5-Year Unit Plan Chart

#### 5-YEAR UNIT PLAN

Priority	Year department will begin work on Goal or Strategy	Significant Goals or Activities to Complete 5-year Plan	Rational for Goal or Activities (if appropriate)





**Chapter One**

Table 1.1 Institutional Outcomes Assessment Committee Goals and Activities

**Chapter Two**

Figure 2.1 Organizational Chart

Figure 2.2 College Assembly - - Decision Flow Chart

Table 2.1 Institutional Outcomes Assessment Committee (IOAC) Roster

Table 2.2 General Education Outcomes Assessment Committee Roster – IOAC Subcommittee

Table 2.3 Career Coordinator Listing

**Chapter Four**

Table 4.1 Assessment Timeline

Table 4.2 Program Outcomes Assessment Analysis, 2008-2009 (Cycle 5)

Table 4.3 Academic Enrichment/Language Studies Division, Sample Assessment Plan

Table 4.4 Business and Social Science Division, Sample Assessment Plan

Table 4.5 Career and Technical Programs Division, Sample Assessment Plan

Table 4.6 Health Careers Division, Sample Assessment Plan

Table 4.7 Liberal Arts Division, Sample Assessment Plan

Table 4.8 Outcomes Assessment Survey Results

**Chapter Six**

Figure 6.1 Student Learning Outcomes in the Career Program Review Manual