

**Harper College PQP/Program Review
Report
August 2009 Submission to the
Illinois Community College Board**



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Part A
Summaries

**HARPER COLLEGE
CAREER AND TECHNICAL EDUCATION PROGRAMS
ACCOUNTING**

**SUMMARY REPORT OF REVIEW RESULTS
CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2009**

Program Identification Information

6-digit CIP	520301
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Degree Type	03 - AAS 20 - Certs 30ch > 30 - Certs <30ch
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6-digit CIP	Degree Type	Program Title
	03 - AAS 20 - Certs 30ch > 30 - Certs <30ch	
520302	03	Associate in Applied Science Degree: Accounting Associate
520302	30	Accounting Associate Certificate
520302	30	Accounting Clerk Certificate
520302	30	Accounting-Payroll, State and Local Taxes Certificate
520301	30	Professional Accounting Certificate

Action

- Continued with minor improvements
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify: _____

Improvements & Rationale for Action

The program review was completed with input from the department, the advisory board, the dean, and Harper College services. Based upon the research, the following recommendations are proposed for completion over the next five years:

- 1) The recommendations of the consultant to be considered:
 - Increasing the number of full-time accounting faculty
 - Increasing the number of online course offerings
 - Adding additional courses to the CPA Preparation Certificate
- 2) Continue to monitor the implementation of International Financial Reporting Standards (IFRS) and require all accounting faculty to learn new standards

- 3) Consider adding new certificates to the program, including a Certified Bookkeeper Certificate
- 4) Add a recommended minimum mathematics requirement to introductory accounting courses
- 5) Implementation of an "Accounting Night" activity in which current students, future students, and the community are invited to learn about accounting careers and studies
- 6) Creation of an accounting department website to highlight offerings, major, and the career
- 7) Add a program outcomes assessment tool to assess the overall program
- 8) Continue to monitor enrollment and add additional offerings (including daytime and/or distance learning) for advanced accounting courses

Principle Assessment Methods Used in Quality Assurance for this Program

- X Standardized assessments
- Certification and licensure examination results
- Writing samples
- Portfolio evaluation
- Course embedded questions
- X Study surveys
- X Analysis of enrollment, demographic and cost data
- X Other, please specify: benchmarking with area colleges, consultant

Statewide Program Issues (if applicable)

Not applicable at this time.

**HARPER COLLEGE
CAREER AND TECHNICAL EDUCATION PROGRAMS
ARCHITECTURAL STUDIES**

**SUMMARY REPORT OF REVIEW RESULTS
CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2009**

Program Identification Information

6-digit CIP	151303
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Degree Type	03 - AAS 20 - Certs 30ch > 30 - Certs <30ch
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6-digit CIP	Degree Type	Program Title
	03 - AAS 20 - Certs 30ch > 30 - Certs <30ch	
151303	03	Associate in Applied Science Degree: Architectural Studies
151303	30	Architectural CAD Certificate
151303	30	Architectural Studies Certificate

Action

- Continued with minor improvements
- XX Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify: _____

Improvements & Rationale for Action

Since the last program review, the name of the program has been changed from Architectural Technology to Architectural Studies to reflect a broader base of knowledge. This broader base is evident in the creation of a two track program. The first track is the Technology track for those desiring a more practical or technical background in the field of Architecture. The second track, the Design track, is for those student more interested in the artistic or design and spatial relationships within the field of Architecture. There is a never ending argument in Architecture about whether the field is an art or a science, this change attempts to address both points of view.

Principle Assessment Methods Used in Quality Assurance for this Program

- Standardized assessments
- Certification and licensure examination results
- Writing samples
- Portfolio evaluation
- X Course embedded questions
- Study surveys
- X Analysis of enrollment, demographic and cost data
- X Other, please specify: Program outcomes based on course / problem specific results

Statewide Program Issues (if applicable)

As with many professions, the current economy is depressing the architecture and construction fields. When the economy turns around, there will be a need for entry level workers to fill the needs of rapidly growing companies.

A further statewide problem is the disparity of statewide Architecture programs. Those students who decide that they do want to go on to a four or five year school after getting a job in the profession, find a wide range of programs, transfer policies and acceptance attitudes of community college coursework. The community college system was intended to be the first two years of a four year degree at a state school, the general practice in Illinois universities range from complete acceptance to no acceptance at all of technology based curriculums.

**HARPER COLLEGE
CAREER AND TECHNICAL EDUCATION PROGRAMS
FINANCIAL SERVICES**

**SUMMARY REPORT OF REVIEW RESULTS
CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2009**

Program Identification Information

6-digit CIP	520803
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Degree Type	03 - AAS 20 - Certs 30ch > 30 - Certs <30ch
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6-digit CIP	Degree Type	Program Title
	03 - AAS 20 - Certs 30ch > 30 - Certs <30ch	
520803	03	Associate in Applied Science Degree: Financial Services
520803	30	Commercial Credit Management Certificate
520803	30	Financial Management Certificate
521501	30	Real Estate Broker's License Preparation Certificate
521501	30	Real Estate Sales Professional Certificate

Action

- Continued with minor improvements
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify: _____

Improvements & Rationale for Action

<p>Based upon the research, the following recommendations are proposed given the information.</p> <p>Information:</p> <ul style="list-style-type: none"> • According to market surveys, there is demand for a Finance program, especially in Fast Track and through on-site offerings. • The program generates a surplus of revenue over expenses. • The program is responsive to student interest, offering both in-class and internet courses in a 12-week format. • The program has a dedicated Advisory Committee and experienced adjunct faculty

- There are very few graduates of the AAS degree program in Financial Services.

Recommendations:

- Refocus the program to a Finance curriculum, deleting the Banking option and the Commercial Credit specialization. Successful courses could be merged into this curriculum and the remaining courses deleted. A new prefix of FIN may be created.

Principle Assessment Methods Used in Quality Assurance for this Program

- Standardized assessments
- Certification and licensure examination results
- Writing samples
- Portfolio evaluation
- Course embedded questions
- X Study surveys
- X Analysis of enrollment, demographic and cost data
- Other, please specify:

Statewide Program Issues (if applicable)

Not applicable at this time.

**HARPER COLLEGE
CAREER AND TECHNICAL EDUCATION PROGRAMS
INTERIOR DESIGN**

**SUMMARY REPORT OF REVIEW RESULTS
CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2009**

Program Identification Information

6-digit CIP	500408/190604
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Degree Type	03 - AAS 20 - Certs 30ch > 30 - Certs <30ch
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6-digit CIP	Degree Type	Program Title
	03 - AAS 20 - Certs 30ch > 30 - Certs <30ch	
500408	03	Associate in Applied Science Degree: Interior Design
190604	30	Advanced Interior Design Certificate
500408	30	Kitchen and Bath Specialty Certificate
500408	30	Perspective and Rendering Certificate

Action

- Continued with minor improvements
- X Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify: _____

Improvements & Rationale for Action

Associate in Applied Science Degree: Interior Design (500408): The curriculum went through major changes beginning in Fall 2007. Increasing the total number of design related classes from 54 to 60, aided our students in completing necessary requirements to take the NCIDQ Interior Design Licensing Exam. In order to maintain our accreditation by the National Kitchen and Bath Association, and on the advice of our Advisory Board, the Internship class was made a requirement in the curriculum and increased to 160 hours of interior design-related work. In response to needs in the workplace, two AutoCad courses and one Contract Design course are now required by the program. Upon extensive review of other 4-year interior design programs, a new course, IND110 Problem Solving and Communication was included in the curriculum. It gives our students more extensive experience with the design process, team and group work as well as freehand sketching and formal presentations emphasizing modes of design

communication. A portfolio review class was also added to better prepare our students for employment.

Advanced Interior Design Certificate (190604) Advanced Interior Design Certificate was designed to attract our graduates into continuing their education by obtaining this certificate.

Perspective and Rendering Certificate (500408) allows students to specialize in this design area. It repackages a number of our regular courses with one additional course in Advanced Sketching.

Kitchen and Bath Design Certificate (500408) allows our graduates to obtain a certificate by taking one additional specialty CAD class. It also allows working designers a chance to specialize in this area of design without having to complete the full two-year program. The market for Kitchen and Bath Designers has remained fairly stable and lucrative.

Changes and Accomplishments

- The program has been re-accredited by the National Kitchen and Bath Association until 2014.
- We have implemented a new department website:
www.harpercollege.edu/ind
- Developed new transfer agreements with Rhodex International and Harrington Institute of Interior Design.
- Developed departmental standards for student presentation boards
- Incorporated new software into our computer lab including Minutes Matter, Photoshop, SketchUp, 20/20 and 3-Dimensional design programs.
- Obtained new color printer and plotter for computer lab and scanner for adjunct faculty office.
- Purchased of a high quality digital camera and tripod, allow our students to produce quality portfolios
- We have added more model building to our 3-Dimensional class.
- We have utilized more real-life projects in our advanced design classes and routinely post opportunities for design involvement and experience on our bulletin boards.
- Incorporated more sustainable design concepts and practices into the curriculum
- Expanded the size and involvement of our Professional Advisory Committee.
- Establishment of an active Kitchen and Bath Student Club.

Future Actions & Timeline

Fall 2009

- Offer a series of short courses to designers and architects. Courses will fulfill continuing education credit by American Institute of Architects, American Society of Interior Designers, and International Interior Design Association. One credit courses will fall under our "Topics IND215" category.
- Encourage student participation in the Interior Design Educator's Council, "Making a Difference" Program
- Initial offering of Environmental Design Course, IND281

- Conduct competition for high school interior design students.
- Work on Green Initiatives for our building renovation.

Spring 2010

- Offer New Technology Certificate which expands on 3-dimensional CAD components
- Provide leadership in National Kitchen and Bath Association's KBIS High School Event
- Encourage department attendance at KBIS (Kitchen and Bath Industry Symposium) in Chicago
- Continue to work on Green Initiatives for our building renovation
- Expand sustainability curriculum.

Future Goals:

- Refine transfer agreements with other 4-year institutions.
- Encourage out-of-state Kitchen and Bath internships
- Develop study abroad opportunities for interior design students
- Provide more service learning opportunities
- Expand Marketing efforts
- Continue departmental field trips and guest speakers

Principle Assessment Methods Used in Quality Assurance for this Program

- Standardized assessments
- X Certification and licensure examination results
- Writing samples
- X Portfolio evaluation
- Course embedded questions
- Study surveys
- X Analysis of enrollment, demographic and cost data
- Other, please specify:

Statewide Program Issues (if applicable)

Employment

The economic and housing crisis in our country is expected to improve during 2010, however, this is highly unpredictable. This not only affects the desire for potential students to become interior designers, but also the employment opportunities available to our graduates.

Licensure

There are several states that have practice acts, which limit the practice of interior designers to those qualified by education and tested licensing. Discussions at the state level may result in requirement for a minimum of three years education in order to qualify for state registration. Harper needs to consider what options are available should this become law.

**HARPER COLLEGE
CAREER AND TECHNICAL EDUCATION PROGRAMS
REFRIGERATION AND AIR CONDITIONING TECHNOLOGY**

**SUMMARY REPORT OF REVIEW RESULTS
CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2009**

Program Identification Information

6-digit CIP	470201
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Degree Type	03 - AAS 20 - Certs 30ch > 30 - Certs <30ch
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6-digit CIP	Degree Type 03 - AAS 20 - Certs 30ch > 30 - Certs <30ch	Program Title
470201	03	Associate in Applied Science Degree: Refrigeration and Air Conditioning Technology
470201	30	Domestic refrigeration and Heating Certificate
470201	30	Heating Services Certificate
470201	30	Refrigeration Service Certificate
470201	30	Refrigeration and Air Conditioning Service Certificate
470201	30	Residential Comfort Systems Certificate

Action

- Continued with minor improvements
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify: _____

Improvements & Rationale for Action

IMPROVEMENTS

Improvements in teaching methodologies:

The program now offers traditional instructional courses (classroom lectures) in addition to the open-entry format as we have found that classroom interaction is just as important as the hands-on practical training.

- We incorporated the open entry and the more traditional instruction methods. (The integration of both instructional methods has greatly enhanced the program).
- To better serve non-native English speaking members of the community, a bridge program was developed in order to facilitate a smooth transition from the ESL classroom to college level coursework in the RAC program. This course has been offered during the spring semester since 2007.

By utilizing these methodologies we are able to provide educational opportunities to our community members that are flexible enough to meet their individual needs while maintaining the quality of our instructional program.

Improvements in equipment:

The RAC shop environment provides the students with a real world atmosphere which consists of actual HVACR equipment for residential and light commercial applications, hand tools, and sheet metal are all part of the curriculum and at the disposal of the Harper RAC students. The program's Video Room allows students to view technical lectures at their leisure, perform class work and take tests without time restrained.

- To support the curriculum, newer HVAC equipment was installed in the RAC shop, and the existing equipment was refurbished. Students now have access to train and work at different levels with both new and old technology to enhance their learning experience at Harper.
- Computers were added in G-150 where we now conduct regular classes for the 100 level courses and the Bridge to HVAC course for the ESL and GED students, the class room is also used to hold meetings such as the Advisory committee meeting and presentations given to student from industry members.
- Purchase of a high quality digital camera, to create a new master set of instructional videos of the RAC courses.

Community Relations:

The RAC Advisory Committee members take an active part in keeping the program up-to-date as the HVAC industry advances with technology. In order to balance the group, new advisory members were added representing both genders and from different areas of the industry such as, service contractors, service managers, technicians, business owners, and educators.

Building a working relationship with the HVAC community also helped in the continuing development of the program by receiving donated equipment from companies such as; G.W. Berkheimer, Johnstone Supply and Temperature Equipment Corporation, Trane Chicago, Absocold Corporation, Allied Air Enterprises and Beckman Coulter.

Built a partnership with the Refrigeration Service Engineers Society (RSES), to host the Students' meetings at Harper College.

FUTURE IMPROVEMENTS**Facilities:**

The RAC facilities are scheduled for a complete renovation during the 2009/2010 school year. The reconstruction of the facility will bring new opportunities in the long term.

- Added space, a more versatile shop will allow the installation of a variety of equipment for students to be exposed to, specifically.
- Added new refrigeration and cooling equipment that is manufactured with HFCs and installed high efficiency HVAC equipment, residential and commercial.
- Upgraded classroom technology such as smart classrooms for better instructional presentations along with new DVD players for the video room.

Instructional Support:

Plans are underway to re-record all of the instructional DVD's used in the program. Over time and multiple uses the DVDs have become unclear and grainy. Also, new industry standards must be introduced to the curriculum and video lectures.

- A new master set of the instructional recordings will greatly help those students who are unable to attend lectures and keep the program curriculum up-to-date as the industry moves forward. In the near future we plan to make these instructional recordings and tests available to registered students on blackboard, with the hands-on skill development and competency certification in the RAC lab.
- Integrate all the RAC courses on Blackboard so students would be able to take quizzes, progress checks, and download their class assignments online.

Accreditations, internships and articulations:

At the recommendation of the Advisory Committee, we should examine the potential benefits of pursuing industry-specific accreditation through organizations representing the HVAC industry Such as:

- PAHRA (Partnership for Air Conditioning, Heating and Refrigeration Accreditation) or HVAC Excellence Program, (Sponsored by the ESCO Institute).

The demand for RAC students is strong; more and more companies are looking for new talent but not from just any program, a small selected group of HVAC vocational programs such as Harper's is chosen due to the quality of instructional training it provides; Many of service managers have made an effort to come and talk with the students and instructors and to observe our daily operations. They contribute by providing us with direction and critical feedback to better improve the type of training we provide to the students they hire from the program.

- Try to develop an internships program with some of these companies.
- Develop new transfer agreements 4-year institutions.

Support & Services:

Continue to work with the Adult Educational Development Department (AED) to develop new innovated programs and with Harper College for Businesses to develop new training contracts for specific business needs.

Continue to work closely with the Marketing Department to develop new strategies and expand marketing efforts.

Principle Assessment Methods Used in Quality Assurance for this Program

- Standardized assessments
- Certification and licensure examination results
- Writing samples
- Portfolio evaluation
- Course embedded questions
- Study surveys
- Analysis of enrollment, demographic and cost data
- Other, please specify:

Statewide Program Issues (if applicable)**Occupational Mandates & Economy Trends:**

HVAC industry is going through a major transformation as a result of new government regulations. Currently the refrigerant used in refrigeration and cooling equipment is R-22 and is scheduled to be phased-out in the year 2010; new higher energy-saving equipment is being manufactured with the HFC (ozone-friendly refrigerant).

- The cost of R-22 will increase significantly same as when R-12 went through the same phase in December 31, 1995.

The demand for home heating systems with higher SEER ratings will create the need to make major curriculum revisions in order to keep the program current and relevant to the industry as it goes through these phases, as well as to maintain our reputation as a good, solid program that provides quality training to our community and others who entrust us with their educational needs.

- The cost of materials in our industry has increased exponentially during the past three years, with a threefold cost increase in refrigerant and copper, and a doubling of the cost of sheet metal. Due to the current economy trend this is not likely to change; these events will drastically affect our budget.

External Concerns:

Increased competition from proprietary "for profit" HVAC programs with very effective marketing programs can erode our customer base.

**HARPER COLLEGE
CAREER AND TECHNICAL EDUCATION PROGRAMS
PHLEBOTOMY TECHNOLOGY**

**SUMMARY REPORT OF REVIEW RESULTS
CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2009**

CTE PROGRAM Identification Information

6-digit CIP	511009
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Degree Type	03 - AAS 20 - Certs 30ch > 30 - Certs <30ch
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6-digit CIP	Degree Type	Program Title
	03 - AAS 20 - Certs 30ch > 30 - Certs <30ch	
511009	30	Phlebotomy Certificate

Action

- Continued with minor improvements
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify: _____

Improvements & Rationale for Action

Over the last three years the program has had some recent changes in personnel and in the evaluation of the students. To meet the need of employers, Harper’s phlebotomy staff now consists of an instructor who teaches and hires new phlebotomists in a hospital setting, and an instructor with extensive doctor’s office experience who has worked in Harper’s internship program as both employer and instructor. These instructors will assist students with an opportunity to practice their job skills and to increase the likelihood that they will develop skills and personal work styles that make them likeable, confident, and able to keep up with the pace of a doctor’s office. Each of the instructors is nationally certified in phlebotomy and has extensive years of hospital and/or doctor’s office experience.

The current student/instructor ratio is a respectable 16:1. With hopes of adding a lab assistant, the student/instructor ratio is likely to improve over the next 3-5 years.

A recent change to the program’s grading system has also been approved. No longer is the PHB 102 Phlebotomy Internship a pass/fail option. Students are now given a letter grade to better evaluate their level of expertise. Not all

students enter the program with the same skill level. Therefore, letter grades give both students and internship supervisors a more accurate view of the student's progress and skill level. The letter grades also bring consistency in grading with the other required courses, HSC 112 Medical Terminology and PHB 101 Phlebotomy Principles and Practice.

Principle Assessment Methods Used in Quality Assurance for this Program

- Standardized assessments
- X Certification and licensure examination results
- Writing samples
- Portfolio evaluation
- Course embedded questions
- Study surveys
- Analysis of enrollment, demographic and cost data
- Other, please specify:

Statewide Program Issues (if applicable)

Not applicable at this time.

**HARPER COLLEGE
ACADEMIC DISCIPLINES
BIOLOGY**

**SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED
IN ACADEMIC YEAR 2009**

Discipline Area	Biology
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Improvements & Rationale for Action

The Biology Department plays a critical role for biology majors and for students in general education and health career programs majors. It operates efficiently and contributes significant revenue to the division and college. We are currently reviewing our curriculum and evaluating both outcomes and prerequisites for several existing courses.

Principle Assessment Methods Used in Quality Assurance for this Discipline

- Standardized assessments
- Certification and licensure examination results (indirectly by examining success of health career students who also completed Bio 130, Bio 160, and Bio 161)
- Writing samples
- Portfolio evaluation
- Course embedded questions
- Study surveys
- Analysis of enrollment, demographic and cost data
- Other, please specify: _____

Statewide Program Issues (if applicable)

There are currently no emerging state-level problems and/or program issues that will eventually affect the Biology Department. We are in close contact with the Illinois Articulation Initiative Committees, both General Education and Biology Majors committees, to keep apprised of changes and trends in transferability of our courses.

**HARPER COLLEGE
ACADEMIC DISCIPLINES
CHEMISTRY**

**SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED
IN ACADEMIC YEAR 2009**

Discipline Area	Chemistry
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Improvements & Rationale for Action

The Department of Chemistry completed the last program review in June 2006. Improvements since then include

- hiring a new faculty member to replace a retired faculty member,
- obtaining a 90-MHz FT-NMR under the auspices of an NSF grant,
- being recognized as a Center of Excellence by the College and with the monetary award accompanying that recognition,
- purchasing two new HPLCs and upgrading a GCMS and a GC,
- developing new laboratory experiments utilizing the instrumentation,
- resurrecting the Chemistry Club, and
- expanding the undergraduate research program.

The Department of Chemistry developed the following action plan to be implemented over the next five years.

- Green the department.
As a science department in an institution of higher education we believe it is our responsibility to set an example for our students and for the community and operate in a sustainable manner.
- Continue to examine and revise the chemistry curriculum.
It is critical that we continuously assess the content and effectiveness of our courses and to revise them as needed to provide the best educational experience for our students.
- Develop new and refine existing courses to better address the needs of other programs.
As the needs of programs into which our students transfer change, we need to develop the necessary courses to enable them to succeed. This includes investigating the development of a Food Science program since there is a documented shortage of food scientists.
- Increase appropriate placement of students.
We offer several different 100 level courses for students so we need to work with Student Affairs and utilize our own screening methods to ensure students enroll in the class that best meets their needs and in which they have the best chance to succeed
- Keep curriculum technologically relevant.
We live in a technological age and need to remain current to take advantage of the technology that enhances teaching and learning.

- Continue faculty/staff professional development.
This is critical for our own professional growth which ultimately benefits our students as well.
- Increase student retention in classroom without lowering academic standards.
We want to help all of our students to succeed, not by passing them with grades that reflect grade inflation, but by maintaining high academic standards as they truly learn the material.
- Continue to obtain outside funding for departmental activities.
Outside funding will enable us to continue to develop and to offer new learning opportunities for our students and to maintain opportunities already in place such as undergraduate research.
- Acquire appropriate full-time faculty base.
It is in the best interests of the students and the College for the majority of courses to be taught by full-time faculty.
- Maintain and improve the mentoring of adjunct faculty.
We understand there will always be a need for at least some adjunct professors, so our mentoring program is designed to provide them with the support necessary for them to continue their own professional growth and to provide excellent learning environments for our students.
- Maintain and improve the chemical hygiene plan (CHP).
It is of utmost importance to us that our students, faculty and staff work in a safe environment and the CHP is central to our safety program.
- Eliminate the deficiencies in Avanté and achieve completion of the building appropriate to the users' needs.
It is imperative the state-of-the-art facility be as functional as it is beautiful so the students, faculty and staff work in a safe and fully functional environment.

Principle Assessment Methods Used in Quality Assurance for this Discipline

- Standardized assessments (American Chemical Society standardized exams in general chemistry and organic chemistry)
- Certification and licensure examination results (indirectly by examining success of RN nursing students who also completed CHM 100)
- Writing samples (general education writing assessment)
- Portfolio evaluation
- Course embedded questions
- Study surveys
- Analysis of enrollment, demographic and cost data
- Other, please specify: laboratory notebooks and reports

Statewide Program Issues (if applicable)

Not applicable

**HARPER COLLEGE
ACADEMIC DISCIPLINES
ENGINEERING**

**SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED
IN ACADEMIC YEAR 2009**

Discipline Area	Engineering
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Improvements & Rationale for Action

Few changes have been made in the Engineering Program since the last review. One course, EGR100 has not been offered during the past year because the course does not transfer as a part of any engineering program. This course has not yet been eliminated from the Harper College catalog as it may be revised to act as a bridge course for students participating in Project Lead the Way curricula in the local high schools. Courses in Circuit Analysis (EGR 260 and 262) and Digital Systems (EGR270) have not been offered because they no longer transfer directly due to changes in curriculum at four-year institutions.

Efforts have been made to offer courses in alternate-delivery formats. EGR120 and 121: Engineering Graphics I and II have been offered as a blended-format course with students completing lecture material independently and coming to campus weekly to receive guided instruction with the CAD software. Students enrolled in the classes also receive a copy of the software for use at home. EGR 240: Thermodynamics has been investigated for delivery as an on-line course; however, there are serious concerns that students can be successful with this content in an on-line format.

The engineering curriculum is undergoing close evaluation to reflect the needs of our students and the changes in the curricula of the transfer institutions. This process is difficult because of the variations between the course requirements for different engineering majors and between schools offering the same majors. It is unclear at this time what modifications may be made to course offerings.

The engineering program has also established communication with the local high school districts offering the Project Lead the Way curriculum in engineering. These programs have been very popular and the first graduates of the program are now seeking enrollment in college. The high schools are eager to create a bridge program with Harper College to ease the transition of the students into engineering majors.

Student enrollment in engineering courses has remained consistent, but low, particularly in comparison to the number of students in physics courses who have selected engineering major. The engineering program is examining this dichotomy and actively seeking methods of recruiting students. One method has been through close communication with the Harper College counselors to improve the information being provided to students regarding requirements and

course offerings. A second is through direct contact between the physics and mathematics faculty and the students in pre-engineering courses.

Principle Assessment Methods Used in Quality Assurance for this Discipline

- X Standardized assessments:
- Certification and licensure examination results
- Writing samples
- Portfolio evaluation
- Course embedded questions
- Study surveys
- X Analysis of enrollment, demographic and cost data
- X Other, please specify: analysis of staffing and professional development

Statewide Program Issues (if applicable)

It is difficult to create a strong engineering curriculum at the community college level due to the broad variety of course requirements for different engineering disciplines. This is further exacerbated by differences in requirements for the same major offered by different transfer institutions.

Also, there is a strong movement by four-year institutions to start engineering education in the first year of college. This leaves community college (or any other transfer) students at a disadvantage because they have not taken these required courses. Many will find that they will require at least an additional semester of coursework to "catch up" to their colleagues, incurring additional tuition and other associated costs.

**HARPER COLLEGE
ACADEMIC DISCIPLINES
PHYSICAL SCIENCES**

**SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED
IN ACADEMIC YEAR 2009**

Discipline Area	Physical Sciences
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Improvements & Rationale for Action

The Department of Physical Sciences has made significant changes since the last Program Review completed in 2006. With the retirement of 3 full-time faculty members (one-half of the department) and the arrival of their replacements, efforts have been undertaken to review and revitalize the Department's curriculum.

In Astronomy, the AST101 course remains only as an option for honors students. For the general student population a series of 3 courses has been introduced to meet general education requirements. AST100 is a non-laboratory survey of astronomy. AST112: The Solar System and AST115: Stars and Galaxies are both laboratory courses in astronomy with a narrowed focus as compared to the previous AST101 course. All three courses were introduced to give students more options in fulfilling general education requirements. A fourth course, AST150: Observational Astronomy has been approved by the College and is designed as a two-credit laboratory intensive course for students interested in telescope use and astrophotography. This course has not yet been offered.

In Geology, the GEO101: Physical Geology course has been updated to include new material and a more active pedagogy in the course. Students have been given more opportunities to work with samples, complete projects, and attend a variety of field trips. A second course, GEO103: Environmental Geology has been introduced as an additional laboratory course to meet general education requirements.

An additional course has also been approved to meet general education requirements in Physical Science. PHS115: Meteorology has been added as a laboratory science course. PHS105: Energy and Society has also been revised and offered as a blended-format course with online "lecture" materials and weekly on-campus laboratory periods.

The topics in the 200-level physics courses have been restructured to better meet the needs of students transferring to the University of Illinois-Urbana Champaign. This is the most popular transfer institution for all of our students. The physics faculty members are also adapting their pedagogy to reflect a more active-learning approach and have developed numerous activities and resources to improve student learning.

In reflecting on the 2006 Program Review, the Department has been successful in meeting more than one-half of the program goals expressed in the unit plan in only 3 years and is actively engaged in completing the remaining goals.

Enrollment remains strong in the general education courses and students are enthusiastic about the broad variety of offerings. Enrollment in physics, particularly the 100-level algebra-based courses, is growing. The Department finds it difficult to meet the student demand for these courses due to both a lack of space and qualified adjunct instructors.

To this end, the Department has set forth an ambitious plan to increase both the full-time and part-time faculty corps to meet student demand. The Department will request at least two additional full-time faculty members, one each in physics and physical science, to meet the ever increasing student demand. Harper College's general enrollment is anticipated to swell due to a larger number of graduating seniors within the district and the difficult economic times. Along with the swell of incoming freshmen, the Department also faces increased enrollment due to a new program in nanotechnology and the demand for associate's degrees through the Adult Fast-Track program. With additional adjunct faculty, the Department may be able to meet student demand with currently offered courses.

The search for qualified adjunct instructors is a continual process. It is difficult to find qualified adjuncts for the sciences both in terms of their educational backgrounds and their experience in collegiate-level teaching. The Department is increasingly concerned about the dearth of appropriate adjunct candidates as our current cadre of adjuncts includes a number of instructors who are retired from their primary careers and are likely to retire from teaching entirely within the next few years. Replacements are not readily available and our adjuncts teach approximately one-half of offered course sections in astronomy, geology, and physical science.

Efforts are also ongoing to revise and revitalize the curriculum. It is hoped that at least one new general education course will be added in physical science before 2012, perhaps a course on oceanography. The outmoded geology courses are also being eliminated or revised to better meet student needs. Three courses are anticipated; the first, a non-laboratory rocks and minerals course and the second, a revision of GEO102: Historical Geology to meet general education requirements. It is likely that GEO102 will also include topics in paleontology, a subject of great interest to our students. The geology faculty is also anticipating the addition of a summer course in field geology to be held entirely at an off-site location. Revision of the geology curriculum has already started and completion is anticipated by Summer 2011.

The Department will continue its efforts to improve and assess student learning through the use of active-learning techniques, new approaches to topics (for example, an integrated approach to forces and motion in physics), and varied assessment techniques as part of exams and course work. It is also a primary goal to write new, more specific educational outcomes for many courses and investigate opportunities for national assessments, such as the Force Concept Inventory currently in use in physics courses.

The Department has been fortunate to have acquired a wealth of new equipment and activities will be designed to put this material into the hands of the students to enhance their learning experience. This work is ongoing and planned for completion by Fall 2011.

With changes in the State of Illinois budgeting process and/or the passage of the Harper College bond referendum, it is anticipated that renovation of the H-building will proceed. The Department of Physical Sciences is enthusiastic that this renovation includes the construction of a planetarium for both Department use and community outreach. Astronomy faculty actively investigated the appropriate specifications for the building and the projection system required to have a state-of-the-art facility. Faculty members have visited several planetariums within driving distance of the College and have spoken with no fewer than three vendors of projection systems. The Department intends to work closely with the administration, the architects, and the vendors to bring this project to fruition. With the arrival of a new College president and uncertainty regarding the funding source for the project, no completion date for the construction date can be anticipated.

Principle Assessment Methods Used in Quality Assurance for this Discipline

- X Standardized assessments: *Force Concept Inventory*
- Certification and licensure examination results
- Writing samples
- Portfolio evaluation
- Course embedded questions
- Study surveys
- X Analysis of enrollment, demographic and cost data
- X Other, please specify: Analysis of performance based on standardized admissions tests and high school GPA, analysis of staffing and professional development

Statewide Program Issues (if applicable)

No issues are anticipated at this time.

**HARPER COLLEGE
CROSS-DISCIPLINARY PROGRAMS
ACADEMIC SUCCESS: REMEDIAL/DEVELOPMENTAL PROGRAMS**

**SUMMARY REPORT OF REVIEW RESULTS - CROSS-DISCIPLINARY PROGRAMS
REVIEWED IN ACADEMIC YEAR 2009**

Cross-Disciplinary Program	Academic Success: Remedial/Developmental Programs
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Improvements or Rationale for Action

The primary objective for the Department of Academic Success (DAS) is focused on meeting students' needs by providing the skills required to achieve academic success. This objective requires the department to address all aspects of the student's development, in terms of their academic skill level as well as their motivational and self-efficacy beliefs about learning. For this reason, the department has embarked on a number of initiatives since the last program review to move the department closer to goal attainment.

In recognizing the need for students to receive consistent and unified messaging and support from the College, the department has increased its collaborative efforts with the Student Affairs Division. With the introduction of the Strengths movement on Harper's campus, the DAS department has worked to infuse Strengths into various aspects of their curricula, including their textbook for the PSY106 Practical Psychology course. In this way, students receiving instruction of the Strengths philosophy with their counselors will naturally get reinforcement of this concept in their Learning Skills course, as well as their developmental reading courses.

Another initiative is the STARS (Students Tackling Academic Risks) Program, which is the result of a joint collaboration between Student and Academic Affairs. Students in developmental reading (RDG 099) sections have received counselor infusion into the classroom, focusing on identifying students' Strengths, as well as providing them with direct interaction with the College's Counseling staff.

Collaboration across disciplines has also been an area of focus for the department. DAS has been active in the planning of a new cross-disciplinary summer program aimed at helping new, incoming college freshmen move out of developmental studies before the fall semester starts. This project is slated to be offered for the first time in the summer 2009 term, and is designed to help students receive the basic skill instruction they need in reading, writing and mathematics within a contextualized curricula focused on Chemistry, Health and Business research projects.

Finally, the department recognizes the importance and value that comes in getting academic tutoring and support for their students. The Program Review analysis indicates a need for increased articulation between the Writing Center and Tutoring Center for these students. It is the plan for the department to look at ways for the faculty to be move involved in Writing Center and Tutoring Center activities.

Principle Assessment Methods Used in Quality Assurance for this Discipline-Area

- Standardized assessments
- Certification and licensure examination results
- Writing samples
- Portfolio evaluation
- Course embedded questions
- Study surveys
- Analysis of enrollment, demographic and cost data
- Other, please specify: _____

Statewide Program Issues (if applicable)

Currently, the nation is experiencing an increase in the number of students who are entering college underprepared for the academic rigor. In the past year, the DAS department has experienced significant growth, consistent with this national trend. While the College has done an excellent job of encouraging innovation in developmental programming, it is hoped that the costs associated with accommodating this growing population will be supported at the state level.

**HARPER COLLEGE
STUDENT & ACADEMIC SUPPORT SERVICES
CAREER CENTER**

SUMMARY REPORT OF REVIEW RESULTS - STUDENT AND ACADEMIC SUPPORT SERVICES REVIEWED IN ACADEMIC YEAR 2009

Service Area	Career Center
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**Major Findings and Improvements/Modifications
Improvements or Rationale for Action**

Improvements since Last Review

- Changes were made to the Career Center website which has had over 100,000 hits in the past two years. The website provides career information and includes four on-line workshops for people to use 24/7. The addition of a MySpace and Facebook site for the Career Center keeps up with technology that the students are using. Also added were Career Spots videos which provide topical information on job search topics. College Central, an Internet-based job posting system used by students, graduates and community job seekers to view current local job opportunities was made available in November 2005. In the first three years of using CollegeCentral.com/harper, over 5,000 employers have been registered, and more than 4,200 job seekers have set up access to the system with over 1,200 of these job seekers choosing to upload their resumes for employer viewing.
- A program for undecided students to assist with decision making and career choice was formalized. Over 500 undecided students are seen in the Career Center each year for help with career decision making. Retention studies of these undecided students have shown consistent results: 97% within course completion rate, 87% Fall to Spring retention, and 83% have a GPA equal to or greater than 2.0. In 2004, a six-hour *Major in Success!* Workshop was developed to provide an intensive program for career/major choice. Two hundred ten (210) undecided students have participated in this workshop with excellent evaluations. Significant progress was made on increasing participants' knowledge of the career decision making process, and 100% reported on evaluations that they were able to identify possible options for their college major and/or career.
- Have increased marketing efforts each year to include new initiatives to reach current students. A variety of methods have been tried including on-line chats and the use of a student advisory group. The number of Career Center web pages increased with on-line workshops, information for job seekers, undecided students, and community members. Information was

added about internships, including a workshop on workplace etiquette. A Career Center Challenge game was created for orientation to inform new students of career services. Postcards, emails, and flyers around campus delivered information about the Career Center. Staff members routinely "walk-about" campus to interact with students and provide information about upcoming events. To increase awareness to faculty, a brochure, "Faculty Guide to Career Services," and a web page were created. Brochures are distributed to faculty each year. The number of in-class presentations has increased each year with a 37% increase in FY08 to 63 classes reaching 903 students.

- The addition of career interest workshops for community members was added in 2007 and reached 74 individuals, who were also informed of educational opportunities at the College.

Proposed Action Plan for future improvements

- Continue to measure Career Center website pages for effectiveness and add on-line workshops each year.
- Investigate Electronic Portfolios to introduce technology that reaches across student and academic affairs by 2011.
- Look at establishing a "Majors Fair" which represents academic programs at Harper College and have faculty representatives available to learn about career opportunities by 2011.
- Increase experiential learning opportunities and continue to build the network of external and on-campus internship partners.
- Continue collaborations with the Professional Advancement and Learning Center and regional workforce partners to meet the needs of adults (unemployed, career changers, adult learners, etc.).
- Explore alumni connections that may include the formation of an advisory board, the addition of alumni programming and/or the use of alumni to support a job shadowing program for existing students.
- In addition to the above-mentioned plans for future improvements, the Career Center would benefit from a change in location to a more high-traffic area. The current campus master plan includes a Campus Life building where the Career Center would be housed. This would result in a higher profile area for students to access the Center.

Statewide Program Issues (if applicable)

- The overall economy and state funding support have had an effect on career services. With an increase in the number of students and community members seeking advice, many with special needs, the resources have been stretched to their limits.
- The high unemployment rate has affected job availability and employer participation, especially with job fairs. Since October 2008 the posting of new jobs has decreased by 50% and the number of job seekers has increased by 36% on the College Central job listing site. Job Fair employer participation has decreased by 38% and the number of job seekers at these events has increased by 39%.

**HARPER COLLEGE
STUDENT & ACADEMIC SUPPORT SERVICES
CONTINUING EDUCATION**

SUMMARY REPORT OF REVIEW RESULTS - STUDENT AND ACADEMIC SUPPORT SERVICES REVIEWED IN ACADEMIC YEAR 2009

Service Area	Continuing Education
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**Major Findings and Improvements/Modifications
Improvements or Rationale for Action**

Two key curriculum changes were made in the Continuing Education (CE) program since the last five year review: (a) CE began offering reimbursable vocational skills courses (RVS) in fall of 2007, and (b) CE transitioned its non-credit cosmetology program to a credit format with the summer 2008 term.

Additionally, four goals were identified as part of the program review planning process:

1. Establish a sound financial framework for the Continuing Education Division that allows for a dynamic economic environment and community responsive programming.
2. Establish a growing pattern of service to the Harper community by developing and implementing a comprehensive marketing and enrollment plan.
3. Ensure retention and development of CE team members by creating a climate of collaboration and symbiosis.
4. Develop and anchor a continuous improvement culture within the Continuing Education division that aligns with the College's outcomes assessment program and supports the strategic goals of the Division.

Statewide Program Issues (if applicable)

There are no current or anticipated state-wide programmatic issues for continuing education units.

**HARPER COLLEGE
STUDENT & ACADEMIC SUPPORT SERVICES
EXTENSION SERVICES**

SUMMARY REPORT OF REVIEW RESULTS - STUDENT AND ACADEMIC SUPPORT SERVICES REVIEWED IN ACADEMIC YEAR 2009

Service Area	Extension Services
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**Major Findings and Improvements/Modifications
Improvements or Rationale for Action**

<p>The Extension Services Department focused on several key areas of improvement during the review period 2004-2009. During that period the following initiatives were met:</p> <ol style="list-style-type: none"> 1. Cross training staff to provide greater flexibility of staff assignments and vacation schedules. 2. Completion of Desk Manuals to assure imparting knowledge and capability to uninitiated staff that may have to cover new areas of responsibility. 3. Conversion of labs to classrooms to expand course offerings in Credit and C.E. 4. Installation of Smart Terminals – Completed in 90% of NEC and HPC satellite Facilities increasing instructor utilization of technology in the classroom. 5. Revision of customer satisfaction survey – The survey was expanded to include questions and evaluations to provide focus for Continual improvement. 6. Re-Organization – Workloads were reviewed and adjusted to accommodate a greater number of courses without addition to full-time headcount 7. Closed two ancillary locations – Barrington High School and Elk Grove High School. Classes were consolidated into Harper existing owned facilities. 8. Revised procedures to assure essential work and eliminate non-essential activities.
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Statewide Program Issues (if applicable)

Not applicable at this time.

**HARPER COLLEGE
STUDENT & ACADEMIC SUPPORT SERVICES
SUCCESS SERVICES FOR STUDENTS**

SUMMARY REPORT OF REVIEW RESULTS - STUDENT AND ACADEMIC SUPPORT SERVICES REVIEWED IN ACADEMIC YEAR 2009

Service Area	Success Services for Students
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**Major Findings and Improvements/Modifications
Improvements or Rationale for Action**

Success Services for Students has continued to experience steady growth over the years.

- The number of full-time and part-time faculty utilizing Success Services for their students has increased.
- Specific sessions offered to students have been revised, as well as adding a new session. Specific sessions have been modified for various courses, in order to meet instructor needs. Several new classroom presentations are available to instructors.
- A new website has been created to meet the demand of distance learners.
- According to the research done, 95 percent of roughly 1,000 students, who completed an appointment in Success Services, completed the course they were taking at the time they came in. Furthermore, 87 percent of those were successful with a C grade or better in the course where they requested assistance. As stated in the research, clear majorities of students visiting Success Services in Fall 2007 and Spring 2008 were enrolled in the subsequent semester from their visit. Success Services helps students to succeed academically, and contributes to student retention at Harper.

Plans for the future are dependent on budget. We would like to increase both student and faculty contacts by promoting Success Services. Also, we would like to continue revising and expanding Success Service offerings. In order to improve our program, we would like to collaborate with other departments at Harper and other community colleges. In order to address some of the various populations at Harper, (ESL, Adult Learners and distance learners), we plan to explore opportunities in which we can become involved and offer our services.

Statewide Program Issues (if applicable)

The trend has been toward part-time study, which means more students. This then puts a higher demand on our services. There is the possibility that late-start and fast-track courses will require program changes as well.

A portion of Success Services has been funded by grant money. If we do not receive the grant money, it will affect our budget and student contacts.

**HARPER COLLEGE
STUDENT & ACADEMIC SUPPORT SERVICES
TUTORING CENTER**

**SUMMARY REPORT OF REVIEW RESULTS - STUDENT AND ACADEMIC SUPPORT
SERVICES REVIEWED IN ACADEMIC YEAR 2009**

Service Area	Tutoring Center
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Major Findings and Improvements/Modifications

Major Findings and Improvements / Modifications :

- Offered tutoring at the Harper Professional Center for Fast Track Accounting and Management courses.
- Extended tutoring hours in the evenings, late Friday afternoons, and during semester breaks for certain courses.
- Updated exam and chapter review materials for Accounting.
- Added Accounting Reviews for modular offerings including Fast Track courses.
- Offered tutoring in upper level courses for Accounting.
- Compiled solutions for all Word, Excel, and Access problems for CIS.
- Updated Supplemental Support materials for CIS.
- Eliminated Reviews and Workshops that were less attended in Mathematics. Other forms of support are being explored.
- Provided support for higher level math courses which required more professional level support and consumed more time per student.
- Added tutoring in several courses including Arabic and Geography.
- Researched online tutoring vendors. Faculty, administration, and staff recommended a vendor after attending a demonstration of online tutoring products and we are trying the products for a certain period.
- Requested modifications to the Access Database to enhance reporting functions.
- Enhanced recruitment strategies to reach more students.
- Hosted a Faculty Input Group on Tutoring meeting for Department Chairs from English, CIS, Accounting, Math, Physics, Spanish, and Economics. This meeting enhanced communication between Departments and the Center.
- Transitioned from Regent to Banner. However, because of the high volume of students seen, the data gathered from students and entered by staff in the database has become very cumbersome and time consuming. This data is used to generate various reports.
- Conducted research which reinforced the following facts:
 - Over 95% of students surveyed said that the tutor's techniques were either "Very good" or "Good."
 - Over 60% of students surveyed stated that they "may have" or "definitely would have" dropped the class if tutoring had not

been available.

- Passing rates were higher for students who were tutored compared to non users.
- Grade analysis reflects higher grades, and higher retention rates for consistent users of the Center.
- Students needing tutoring have increased. Overall, there has been an increase of approximately 19% in student contacts in FY 08/09.
- Received more requests for distance tutoring in comparison to other years.
- Students with disabilities requesting help have increased services since the Center for Students with Disabilities have limited help.
- In English, students who are native speakers needing help have increased.
- There has also been an increase in requests for help with writing in subjects other than English, literature, and speech classes.
- The Higher Learning Commission indicated online tutoring as one of the “appropriate services (that) must be available for students of electronically offered programs, using the working assumption that these students will not be physically present on campus.”

Proposed action plan for future improvements and an estimated timeline:

- Offer online tutoring support using outside sources.
- Advocate hiring more permanent staff – both tutors and clerical staff. In 08/09 over 21,000 student contacts were served in comparison to approximately 17,800 contacts in 07/08. The present staffing of 3 full-time (1 Supervisor, 1 Administrative Secretary, and 1 Area Coordinator for Math/Science) and over 50 temporary employees are inadequate to meet the demands of both students and staff.
- Explore automated/self reporting student tracking systems.
- Investigate completing Personnel Action Notice forms online for employees.
- Survey/visit three major colleges that have successful support services for students including online tutoring.
- Recruit student tutors more aggressively.
- Analyze data entry/reporting functions and eliminate features that are not necessary.
- Assess need to update handouts for Calculator Workshops and revise if necessary.
- Explore certification for program and tutors.

The above mentioned goals will be implemented within the next five years with administrative support.

Statewide Programmatic Issues (if applicable)

With the present economy, more students are returning to get an education resulting in an increase in demand for services. The Tutoring Center saw an increase of approximately 19% this year. However, uncertainty of funds, including grant monies, along with flexible educational options available to the students makes it difficult to predict demand and plan accordingly.

**HARPER COLLEGE
STUDENT & ACADEMIC SUPPORT SERVICES
WRITING CENTER**

SUMMARY REPORT OF REVIEW RESULTS - STUDENT AND ACADEMIC SUPPORT SERVICES REVIEWED IN ACADEMIC YEAR 2009

Service Area	Writing Center
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Major Findings and Improvements/Modifications

<p>Improvements</p> <ul style="list-style-type: none"> • Adjusted AccuTrack software to facilitate better data collection. • Limited consultations after discussing two or three writing issues, asking student to continue independently and return later to serve waiting students more quickly. • Referred students to online resources for grammar review and documentation formats. • Adjusted adjunct staff schedules to provide added service during the final weeks of the semester. • Revised marketing materials to clearly define service to limited assistance that does not include comprehensive editing and proofreading. • Recommended discontinuing institutional purchase of Turnitin plagiarism service when it became ineffective and developed other investigational strategies. • Recommended discontinuing institutional purchase of Turnitin plagiarism service when it became ineffective and developed other investigational strategies. • Received additional allocations of grant funds for increased services. • Compiled data on Career Program student outcomes for grant reporting. • Began data collection on students not served. • Assisted with design planning for renovated space in the library. • Participated in "One Solution Committee" to define and streamline services for online students. • Began use of formal complaint form designed by Dean.
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Statewide Programmatic Issues (if applicable)

<p>Continued erosion of state funding for Community Colleges remains a serious threat. Grants which have helped fund academic support services are threatened with reductions and/or elimination.</p>

Part B
Best Practices

BEST PRACTICES REPORT TEMPLATE

BEST PRACTICES AND INNOVATIONS (SELECTED PROGRAMS) 2009

Narrative descriptions of exemplary improvements or innovations for selected occupational programs, academic disciplines, cross-disciplinary programs, or student and academic service functions that meet the criteria described above.

Title of the Best Practice

None submitted.

Programmatic area (CTE, Academic, Cross-Disciplinary, or Student/Support Services) addressed by the Best Practice

N/A

Description of the innovation / best practice (150 word limit)

N/A

What are the results / measurable outcomes?

N/A

Contact Information

N/A

Part C
Results from Prior Reviews

**HARPER COLLEGE
RESULTS FROM PRIOR PROGRAM REVIEWS
GENERAL EDUCATION**

**SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FY 2009 BASED ON PRIOR
REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES**

Program Identification Information

6-digit CIP	NA
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Program Type <input type="checkbox"/> CTE <input type="checkbox"/> Academic <input type="checkbox"/> Cross-Disciplinary	Cross-Disciplinary
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Program Title	Electronic Engineering Technology
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Action

- Continued with minor improvements
- Significantly modified
- Discontinued
- Placed on inactive status
- Scheduled for further review
- Other, please specify: _____

Improvements or Rationale for Action

Outcomes assessment activities have lead to the following improvements in the General Education program:

Faculty identified twelve general education learning outcomes that cross all disciplines and are assessed for at the end of a student’s educational career at the college. These twelve focus on areas of reading, writing, computation, technology, diversity, and critical thinking.

All of the Illinois Articulation Initiative courses have been reviewed and their relationship to the twelve general education learning outcomes mapped. This information will be used to focus on courses where concepts are taught, reinforced or practiced as learning initiative needs are identified through general education outcomes assessment.

The general education outcomes assessment committee is currently focusing on critical thinking skills of students who have completed 45 credit hours or more in their college program.

Principle Assessment Methods Used in Quality Assurance for this Program

- Standardized assessments
- Certification and licensure examination results
- Writing samples

- Portfolio evaluation
- Course embedded questions
- Study surveys
- of enrollment, demographic and cost data
- Other, please specify _____

**HARPER COLLEGE
RESULTS FROM PRIOR PROGRAM REVIEWS
FASHION**

**SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FY 2009 BASED ON PRIOR
REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES**

Program Identification Information

6-digit CIP	190906 521902
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Program Type CTE Academic Cross- Disciplinary	CTE
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Program Title	Fashion
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Action

- Continued with minor improvements
- Significantly modified
- Discontinued
- Placed on inactive status
- Scheduled for further review
- Other, please specify: _____

Improvements or Rationale for Action

Fashion labs were expanded to provide two three hour sessions of open lab overseen by a qualified instructor. This increases lab availability for students.

Fashion and Graphic Arts departments work closely to produce fashion show invitations and programs. This year the two collaborated on a catalog of student work shown in the annual fashion show.

Fashion Design has visited most high schools in the district and continues to work with high school faculty to share resources and ideas. They have developed a High School Competition called "The Harper Challenge" involving high school students in the Harper fashion Show.

A specialized certificate in Illustration was developed in collaboration with the Graphic Art department.

Principle Assessment Methods Used in Quality Assurance for this Program

- Standardized assessments
- Certification and licensure examination results
- Writing samples
- Portfolio evaluation

- Course embedded questions
- Study surveys
- Analysis of enrollment, demographic and cost data
 - Other, please specify _____

**HARPER COLLEGE
RESULTS FROM PRIOR PROGRAM REVIEWS
FIRE SCIENCE**

**SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FY 2009 BASED ON PRIOR
REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES**

Program Identification Information

6-digit CIP	430203
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Program Type CTE Academic Cross- Disciplinary	CTE
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Program Title	Fire Science
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Action

- Continued with minor improvements
- Significantly modified
- Discontinued
- Placed on inactive status
- Scheduled for further review
- Other, please specify: _____

Improvements or Rationale for Action

Implemented Fall 2009 "Fast Track" class program to existing Fire Fighters and Fire officers to meet their general education needs.

Established website for Public Safety programs to provide more information to students interested in the program. Also increased marketing via ad campaigns, literature and mailing to continue to update students and potential students for the programs.

Purchased and installed additional instructor manuals from IFSTA, ICC, and NEC for the Fire Science classrooms. Acquired and built additional training aids for classrooms to aid in practical demonstrations. Standardized all syllabi, testing, instructional delivery, and course objectives with all full-time and part-time faculty to ensure consistency in multiple course sections.

Principle Assessment Methods Used in Quality Assurance for this Program

- Standardized assessments
- Certification and licensure examination results
- Writing samples
- Portfolio evaluation
- Course embedded questions
- Study surveys
- Analysis of enrollment, demographic and cost data

Other, please specify_____

**HARPER COLLEGE
RESULTS FROM PRIOR PROGRAM REVIEWS
PHYSICAL EDUCATION**

**SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FY 2009 BASED ON PRIOR
REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES**

Program Identification Information

6-digit CIP	131314 131307
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Program Type CTE Academic Cross- Disciplinary	Academic
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Program Title	Physical Education
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Action

- Continued with minor improvements
- Significantly modified
- Discontinued
- Placed on inactive status
- Scheduled for further review
- Other, please specify: _____

Improvements or Rationale for Action

Upgrades to the outdoor stadium was initiated Summer, 2009. Gym upgrades including floor, mod dividers and painting have improved the aesthetics and function of this facility.

Changes to marketing materials have been completed and the webpage updated.

Wellness week activities for students and staff continue to be successful. More emphasis on this programming is planned for the future.

Principle Assessment Methods Used in Quality Assurance for this Program

- Standardized assessments
- Certification and licensure examination results
- Writing samples
- Portfolio evaluation
- Course embedded questions
- Study surveys
- Analysis of enrollment, demographic and cost data
 - Other, please specify _____

**HARPER COLLEGE
RESULTS FROM PRIOR PROGRAM REVIEWS
GENERAL EDUCATION**

**SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FY 2009 BASED ON PRIOR
REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES**

Program Identification Information

6-digit CIP	NA
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Program Type <input type="checkbox"/> CTE <input type="checkbox"/> Academic <input type="checkbox"/> Cross-Disciplinary	Cross-Disciplinary
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Program Title	General Education
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Action

- Continued with minor improvements
- Significantly modified
- Discontinued
- Placed on inactive status
- Scheduled for further review
- Other, please specify: _____

Improvements or Rationale for Action

Outcomes assessment activities have led to the following improvements in the General Education program:

Faculty identified twelve general education learning outcomes that cross all disciplines and are assessed for at the end of a student’s educational career at the college. These twelve focus on areas of reading, writing, computation, technology, diversity, and critical thinking.

All of the Illinois Articulation Initiative courses have been reviewed and their relationship to the twelve general education learning outcomes mapped. This information will be used to focus on courses where concepts are taught, reinforced or practiced as learning initiative needs are identified through general education outcomes assessment.

The general education outcomes assessment committee is currently focusing on critical thinking skills of students who have completed 45 credit hours or more in their college program.

Principle Assessment Methods Used in Quality Assurance for this Program

- Standardized assessments
- Certification and licensure examination results
- Writing samples
- Portfolio evaluation

- X Course embedded questions
- Study surveys
- Analysis of enrollment, demographic and cost data
 - Other, please specify _____

Part D
Program Review Schedules

Program Review Master Schedule for Academic Affairs Divisions

	E 2009-2010 FY10	A 2010-2011 FY11	B 2011-2012 FY12	C 2012-2013 FY13	D 2013-2014 FY14
Across Divisions	Humanities and Fine Arts	Social and Behavioral Sciences	Written and Oral Communication	Mathematics	Physical and Life Sciences
Across Divisions	Vocational Skills	Transfer Functions and programs (AAA, AS, AAT, AFA, AES, AGS)	General Education	Adult Ed and ESL	Remedial and Developmental
AELS				AED ESL/LINGUISTICS INTER. STUDENTS OFFC	READING COMMUNICATIONS LEARNING SKILLS
BUS/SS	MARKETING HOSPITALITY	ECONOMICS GEG/HST/PSC PSYCHOLOGY SOC/ANT EARLY CHILDHOOD ED EDUCATION	CIS PARALEGAL STUDIES MASS COMM(JNM)	MGT/SCM	ACCOUNTING FINANCIAL SERVICES
CE					CONTINUING EDUCATION EXT SERVICES
CTE			ELECTRONICS GRAPHIC ART LAW ENF & JUSTICE	BLDG CODES EMG FIRE SCIENCE MAINT. TECH	ATE and IND REFRIG AIR COND
HC	NURSING and CNA			CARDIAC TECH D M SONOGRAPHY DENTAL HYGIENE DIETETIC TECH EMS MOA RAD TECH	PHLEBOTOMY TECH

	E 2009-2010	A 2010-2011	B 2011-2012	C 2012-2013	D 2013-2014
	FY10	FY11	FY12	FY13	FY14
LIB ARTS	FASHION DESGN ART/FINE ART HUMANITIES MUSIC PHILOSOPHY SGN/ITP WORLD LANGUAGES		SPEECH/ THEATER ENG/ LITERATURE		
TMPS 7/05 TMS				MATH/MTH LAB/CSC	BIOLOGY CHEMISTRY PHY SCIENCES ENGINEERING
RFL		LIBRARY		DOIT	TUTORING CENTER WRITING CENTER SUCCESS SERVICES
WHP		PED PALC			
VPAA					

Program Review Master Schedule for Student Support Services

Division or Administrative Area	FY10 2009-2010	FY11 2010-2011	FY12 2011-2012	FY13 2012-2013	FY14 2013-2014
Student Development	<ul style="list-style-type: none"> • Women’s Program • Student Development Courses 	<ul style="list-style-type: none"> • Multicultural Learning Center • Academic Advising and Counseling 	<ul style="list-style-type: none"> • Center for New Students and Orientation 	<ul style="list-style-type: none"> • Assessment and Testing 	<ul style="list-style-type: none"> • Career Center & Community Career Services
Access and Disability Services		<ul style="list-style-type: none"> • Access and Disability Services 			
Wellness and Campus Activities	<ul style="list-style-type: none"> • Physical Education 		<ul style="list-style-type: none"> • Student Activities (includes Recreation Room and Theatre/Box Office) • Health & Psychological Services • Men’s and Women’s Athletics (includes Intramurals) 		
Harper College Police Department			<ul style="list-style-type: none"> • Police Department 		
Admissions Outreach				<ul style="list-style-type: none"> • Admissions/ Recruiting 	
Enrollment Services	<ul style="list-style-type: none"> • Financial Aid 			<ul style="list-style-type: none"> • Admissions Processing • Registration and Records 	