

**Harper College
Program Review Report
August 2010 Submission to the
Illinois Community College Board**



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Palatine, Illinois 60067-7398

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Part A
Summaries

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

CTE PROGRAM REVIEW REPORT TEMPLATE

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2010

Include all college programs on ICCB's program review schedule for the year.

(One CIP code per summary report.)

Program Identification Information

6-digit CIP	190906
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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	
190906	03	Associate in Applied Science Degree: Fashion Design
190906	30	Fashion Design 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

In 2005 FAS 100 Intro to Industrial Sewing and FAS 113 Advanced Industrial Sewing became prerequisites for the Fashion Design Program. With this addition, an assessment component was included to allow those students with requisite skills directly into program courses. This assessment is performance based and evaluates students' comfort with equipment and tools, their ability to follow both written and verbal instruction, knowledge of basic terminology and basic computational math skills needed in patternmaking. Students have shown dramatic improvement and the Industry strongly supports this measure.

Two competitive events have been embedded in course activities. Each of

these events offers a template and boundaries based in reality with opportunity for reward beyond grade. The National Alpaca Competition requirements include a written component, theme development, research in technique, and visual presentation board. The Global Hand and Lock Embroidery competition requirements include strict adherence to deadline, theme development, journaling, research in technique, execution of finished product, and commercial application.

A competition was created to introduce area high schools to the Harper fashion program as well as familiarize faculty from both areas. It is an opportunity to visit the various high school programs and dialog regarding issues of articulation and program standardization. The Harper Challenge is in its third year. The first year over 60 students entered, slightly over half completed. The second year, approximately 47 students entered, but less than 30 completed. Harper Challenge 2010 had 27 entries and 11 completers. In each of the three years, every high school that entered was visited. Due to the loss of the Technical Specialist in fall 2009, visits to high schools by the one remaining full time faculty were not as frequent.

Fashion now collaborates with the Graphic Arts Program during spring session, joining GRA classes and FAS 229 classes in development of promotional pieces for the Spring Fashion Show. Students from the Fashion Promotions class are paired with GRA students and together plan and execute poster, invitation and program cover. Grades are two-fold: fulfillment of individual responsibility to the team and fulfillment of project. Students are evaluated by instructors in both programs as well as each other.

Collaboration with Graphic Arts Program created an avenue for merchandising students to experience real world deadlines, issues of communication, the necessity of teamwork, its rewards and its challenges.

Faculty routinely critique projects, and all design students are required to submit garments to a jury of industrial professionals before they are accepted into the spring fashion show. In 2009, this Jury show was opened to the public for the first time to help educate attendees on the stages of the creative process.

This jury process is being considered for Fashion Merchandising students. For example, a jury of marketing professionals was created to judge the work of FAS 229 Promotions students in spring 2007 and 2008. This is beneficial; however, we must work to define the requirements of the projects in order to make student expectations more concrete.

The annual fashion show has traditionally taken place in the Wellness Center Gym. While this venue could accommodate a very large audience, it also required an immense amount of preparation to transform the surroundings to an acceptable aesthetic level. Staging was created and constructed by both faculty and students and hundreds of man hours in installation were done in less than 24 hours. With the loss of the Technical specialist, this task became mission impossible. The decision to move the show to Wojcik Conference Center in 2010 alleviates much of the time intensive preparation.

The Fashion Show, though an annual event, has had no consistent branding.

The fashion department competes directly for enrollment with two schools (IADT and IAI), both in Schaumburg and both with a corporate marketing budget. With the creation of the Harper Fashion Sketchbook in 2008-2009, a catalog of student projects and yearbook of student activities, branding suggestions became linked with this project. In the second edition, 2010, many of the classroom activities are shown, and pages from this book are used for slide shows during the fashion show. Future shows will be able to utilize any of the imagery collected for future editions of this book and the link will then be apparent for all activities. A branding suggestion of 'Cover to Cover' or similar reference is currently under discussion.

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)

STATEWIDE PROGRAM ISSUES

The lack of manufacturing in the states has left a gap in opportunities in all fields, not exclusive to the fashion industry. Employment for technical jobs in large manufacturing facilities is no longer an option. There is a growing trend of creating, producing, and marketing through what has been traditionally called cottage industries. Unique products are produced in small quantities and require both technical and entrepreneurial skills.

In response to this trend, the fashion department will develop a new AAS and Certificate program focused on the study of textile techniques and textile products, with small business development component.

Upon completion of the program, the student has product, business, and marketing plan in place.

**HARPER COLLEGE
CAREER AND TECHNICAL EDUCATION PROGRAMS
FOOD SERVICE**

CTE PROGRAM REVIEW REPORT TEMPLATE

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2010

Include all college programs on ICCB's program review schedule for the year.
(One CIP code per summary report.)

Program Identification Information

6-digit CIP	520901
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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
520901	03	Associate in Applied Science Degree: Hospitality Management
120501	30	Bread and Pastry Arts Certificate
120503	20	Culinary Arts Certificate
120507	30	Food Service Management Certificate
520904	30	Hotel Management Certificate
120505	30	ProStart Hospitality Management 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 made since the last review or reasons for other program decisions, proposed action plan for future improvements and an estimated timeline.

*Continued partnership with the nationally recognized educational organizations supported by the National Restaurant Association and American Hotel & Lodging Association.

- * Installation and usage of smart classrooms for lectures along with continuous acquisition of up to date equipment for laboratories.
- * Curriculum modifications including the addition of the Topics course.
- * Continued partnerships with marketing, admissions outreach and high school districts, including dual credit programs.
- * Continued involvement with district high-profile events such as Hoffman Estates Sister Cities exchange program and Greater Woodfield's Chef Fest along with national events such as the National Restaurant Association's Salute to Excellence.

Principle Assessment Methods Used in Quality Assurance for this Program

- X Standardized assessments
- x Certification and licensure examination results (II Food Sanitation License)
- Writing samples
- X Portfolio evaluation (for culinary)
- Course embedded questions
- Study surveys
- X Analysis of enrollment, demographic and cost data (yearly comparisons – documents/data supplied by the college)
- X Other, please specify:
 - Student satisfaction surveys administered departmentally
 - Industry course certification examinations
 - Customer comment cards

Statewide Program Issues (if applicable)

None at this time.

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

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2010

Include all college programs on ICCB's program review schedule for the year.
(One CIP code per summary report.)

Program Identification Information

6-digit CIP	08.07 and 52.1
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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
08.0706	03	Associate in Applied Science Degree: Marketing
08.0705	03	E-Commerce Business Certificate
08.0706	20	Marketing Certificate
08.0705	20	Retail Merchandising Certificate
52.1402	20	Marketing Research Certificate
08.0702	20	Sales Management & Development 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 Marketing department has made improvements and innovations to make it a strong, growing, and cost effective program.

An analysis of students' needs highlighted a need for greater flexibility in the way classes were offered. As a result, we have scheduled classes in a variety of delivery modes. More Internet and blended classes were added and enrollment has been growing in online offerings. Students were given more choices for the length of time to complete a class. Now students have the

option to take more classes on an accelerated basis.

Program Assessment has been implemented as a new way to measure quality. Evaluation of program outcomes, in addition to course outcomes, provides additional information on areas where program modifications can improve quality.

Principle Assessment Methods Used in Quality Assurance for this Program

- X Standardized assessments
- Certification and licensure examination results
- Writing samples
- Portfolio evaluation
- X 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
NURSING AND CNA**

CTE PROGRAM REVIEW REPORT TEMPLATE

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2010

Include all college programs on ICCB's program review schedule for the year.

Program Identification Information

6-digit CIP	511601
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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
511601	03	Associate in Applied Science Degree: Nursing
511614	30	Certified Nursing Assistant Certificate
511613	20	Licensed Practical Nursing Certificate

Action

- Continued with minor improvements (CNA Certificate)
- Significantly modified (AAS Degree & LPN Certificate)
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify: _____

Improvements & Rationale for Action

An in-depth review and revision of the Nursing program curriculum took place as recommended in the 2004-2005 Program Review. Program admission requirements and prerequisites were added to address student attrition. Course length/credit hours have been reduced to provide for greater scheduling flexibility and timely student remediation. Also, theory and laboratory/clinical content have been divided into two courses. An intensive 8-week "capstone" clinical course has been added to facilitate graduates' transition to nursing profession. Pathophysiology and Advanced Pharmacology courses were added to enhance the increasingly complex knowledge requirements of the nursing profession. The Practical Nursing License Option is now a bridge, and not a ladder option, at the end of the first year for the certificate program. There are fewer redundancies and a stronger focus for each course in the nursing curriculum, reflecting recent

developments in the nursing profession.

It is anticipated that the above changes will have a positive impact on the quality of the Nursing program and will bring new opportunity for students that will address the need of the twenty first century health care system.

Future improvements include:

1. Achieve and maintain standards for NLNAC re-accreditation.
 - Complete self-study and site visit, Fall 2010
 - Monitor achievement of NLNAC Standards, ongoing
2. Provide for a student success intervention program that addresses strategies to respond to student attrition.
 - Implement comprehensive student orientation program (pilot orientation program completed spring 2010)
 - Establish an intervention model for students "at risk" for course failure
3. Identify and implement additional forms of assessment of student learning outcomes.
 - Identify and implement additional measures (quantitative and qualitative) of assessment for all nursing courses
 - Continue to monitor data for evidence-based decision making to inform delivery of instruction to meet program outcomes and ensure student success
4. Advance opportunities for simulation as an instructional methodology across the curriculum.
 - Adopt simulation as an accepted instructional methodology across the curriculum. Completed May 2010 following pilot model implementation during the 2009 – 2010 academic year.
 - Implement simulation instructional model with outcome driven assessment at all four levels of the curriculum.
 - Implement simulation as an accepted alternative for clinical instruction at all four levels of the curriculum.
5. Evaluate model for supervision of student clinical instruction (ongoing).
 - Monitor and recommend effective faculty to student ratio for clinical instruction based on evaluation of clinical environment (goal of 1 to 8 recommended based on institutional environment in 2010)
 - Monitor and advance opportunities to utilize the laboratory for alternative options to provide instruction in lieu of clinical
6. Identify and implement strategies to support student ownership of life-long learning outcome
 - Build professional development opportunities into curriculum
 - Facilitate implementation of the student nurse organization strategic plan
 - Implement portfolio assessment of student learning
7. Initiate candidacy for NLNAC accreditation of Practical Nursing Certificate
 - Submit application 2010
 - Conduct self-study 2011

Principle Assessment Methods Used in Quality Assurance for this Program

- X Standardized assessments
- X 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: Evaluation of standards and best practices from the Illinois Nurse Practice Act, National League for Nursing Accrediting Commission, National Council of State Boards of Nursing

Statewide Program Issues (if applicable)

The proliferation of new RN and LPN Nursing programs in the greater metropolitan region has had a negative impact on existing, proven Nursing programs by contributing to the problems of reduced clinical education resources and recruitment/retention of qualified nursing faculty. This also has had an impact on enrollments with a much less competitive applicant pool for our program.

With the recent challenges in the economy, graduates are experiencing a delay in placement. December graduates are reporting a 6 month delay in placement. Graduates are remaining in positions as nursing assistants and technicians to sustain employment outside their preparation as a registered professional nurse.

The issue of "BS in Ten" remains a concern as employers have notified educators of intentions to hire baccalaureate prepared registered nurses only. Articulation with baccalaureate programs, in particular, universities remains an important initiative.

**HARPER COLLEGE
CAREER AND TECHNICAL EDUCATION PROGRAMS
SIGN LANGUAGE INTERPRETING**

CTE PROGRAM REVIEW REPORT TEMPLATE

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2010

Include all college programs on ICCB's program review schedule for the year.
(One CIP code per summary report.)

Program Identification Information

6-digit CIP	161603
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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	
161603	20	Sign Language Interpreting 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

Curriculum changes were made in the 2009 – 10 academic year. Changes have been approved by the College Curriculum Committee and will be effective spring 2011. Course titles are clearer and in alignment with course content. Course descriptions more accurately reflect current course content and new interpreting theory. Program description is more accurate. Revisions include:

1. Course description and course outline for ITP 101.
2. Course description and course outline for ITP 110.
3. Course description and course outline for ITP 111.
4. Course description and course outline for ITP 120.
5. Course title for ITP 120 has been changed.
6. Course description and course outline for ITP 121.
7. Course description and course outline for ITP 200.
8. Course title for ITP 200 been changed.
9. Course description and course outline for ITP 211.
10. Course description and course outline for ITP 215.

11. Course description and course outline for ITP 216.
12. Course title for ITP 216 has been changed.
13. Program description has been revised and includes reference to Illinois state law pertaining to sign language interpreters.

A high priority regarding educational technology is the replacement of our analog language laboratory (installed more than fifteen years ago) with new digital equipment that allows for the same if not more technological capabilities. Our program review highlights this and the external consultant's report confirms this need. Once funding is allocated, it is anticipated that this replacement can be completed in the 2010 – 2011 academic year. Articulation possibilities with other colleges and universities continue to be an area for improvement. Meetings are scheduled with campus personnel and at least one four-year university.

Principle Assessment Methods Used in Quality Assurance for this Program

- Standardized assessments
- Certification and licensure examination results (as self-reported by students and graduates or confirmed through public postings and records)
- Writing samples
- Portfolio evaluation
- Course embedded questions
- Study surveys
- Analysis of enrollment, demographic and cost data
- Other, please specify: Program outcomes, means of program assessment and criteria for success, summary of data and ways in which results are used are written or reviewed annually. Documentation is forwarded to appropriate personnel on campus.

Statewide Program Issues (if applicable)

Licensure in the state of Illinois as outlined by the Illinois Deaf and Hard of Hearing Commission for sign language interpreters continues to be a concern. The Interpreter Skills Assessment Screening credential leading to licensure has been retired. It is hoped that a new credential will be adopted by the state since the ISAS levels have been retired.

In July of 2004 the national professional association of the Deaf, RID declared that effective 2012 applicants who are hearing will be required to have a minimum of a bachelor's degree in order to be considered a candidate for RID certification. Applicants who are deaf will be required to have a minimum of an associate's degree. In 2016, applicants who are deaf will be required to have a minimum of a bachelor's degree in order to obtain RID certification.

**HARPER COLLEGE
ACADEMIC DISCIPLINES
ART**

ACADEMIC DISCIPLINE REVIEW REPORT TEMPLATE

**SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED
IN ACADEMIC YEAR 2010**

Written and Oral Communications, Mathematics, Physical and Life Sciences, Humanities and Fine Arts, Social and Behavioral Sciences

Discipline Area	Art/Fine Art
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Improvements & Rationale for Action

During the 2007-2008 academic year the Art Department conducted a successful search for a full-time art history instructor. The new faculty member was hired to begin in the Fall 2008 semester.

During the Spring 2010 semester, a new ceramic kiln was purchased. This is a significant replacement capital item.

Art Department Five-Year Action Plan

Staffing:

- Hire replacement full-time faculty member by Fall 2011.
- Analyze lab tech and student assistant needs - 2010-2013.
- Hire full-time lab tech by 2013.

Articulation:

- On-going articulation with four-year schools - 2010-2015.

Facilities:

- Enclose outdoor covered 3-D studio and update ventilation to 3-D facility - 2010-2011.
- Remodel and reorganize all 2-D studios and exhibition space – 2011-2015.

Equipment:

- Replace and rebuild equipment in 3-D facilities – 2010-2015.
- Add new computer hardware and software for Digital Photography Course – 2012-2015.

Curriculum:

- Add new Digital Photography course – 2010-2012.
- Discontinue A.F.A. – 2010-2011.

- Add new special topics course in studio arts – 2011-2013.

Principle Assessment Methods Used in Quality Assurance for this Discipline

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

Statewide Program Issues (if applicable)

The Art Department will be assessing the possible removal of the A.F.A. in Art degree. This may depend on state-wide concerns.

**HARPER COLLEGE
ACADEMIC DISCIPLINES
HUMANITIES**

ACADEMIC DISCIPLINE REVIEW REPORT TEMPLATE

**SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED
IN ACADEMIC YEAR 2010**

Written and Oral Communications, Mathematics, Physical and Life Sciences, Humanities and Fine Arts, Social and Behavioral Sciences

Discipline Area	Humanities
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Improvements & Rationale for Action

Since the last Program Review, the Humanities Department has hired one new full-time faculty member (January 2005); we have introduced two new courses to the curriculum: HUM 104 (Introduction to Middle Eastern Civilizations) and HUM 125 (World Mythology).

Our future plans include splitting our current HUM 103 (Asian and African Humanities) into two separate courses to ease the amount of material covered in a single semester. The split of HUM 103 into two separate courses is projected to take place within the next year. We are also considering the development of new courses, including courses in the Americas, African American Studies, Alternative lifestyles, and a 200-level course that will focus on special topics in interdisciplinary Humanities. We plan to increase the blended and on-line sections in the next year or two for the already existing courses, and any new courses would be developed over the next two to five years.

Based on increasing enrollments and the need to develop new courses, we feel that hiring new full-time faculty in the near future is warranted.

Principle Assessment Methods Used in Quality Assurance for this Discipline

- 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)

Not Applicable

**HARPER COLLEGE
ACADEMIC DISCIPLINES
MUSIC**

ACADEMIC DISCIPLINE REVIEW REPORT TEMPLATE

**SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED
IN ACADEMIC YEAR 2010**

Written and Oral Communications, Mathematics, Physical and Life Sciences, Humanities and Fine Arts, Social and Behavioral Sciences

Discipline Area	Music
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Improvements & Rationale for Action

The following improvements have been made:

1. Addition of new course MUS 106 Introduction to Jazz
2. Installation of a new 22 station digital piano lab
3. Installation of new 16 station electronic music lab
4. Purchase of four (4) new acoustic pianos
5. Addition of four new Wenger music filing units (current total 10 units)
6. Addition of a new music ensemble MUS 145-008 Jazz Lab Band
7. Addition of new private instruction courses in jazz piano and jazz guitar.

Proposed Action Plan: Replacement position opening as a result of retirement with a position in Music Industry Studies that would include degree/certificate programs in 1) Recording Technology 2) Sound Design 3) Music Instrument Repair 4) Music Merchandising 5) Concert and Artist Management 6) Music Technology ---- Timeline: To begin integrating this degree certificate program in the Fall 2011 and have completed by Spring 2014.

Principle Assessment Methods Used in Quality Assurance for this Discipline

- X Standardized assessments
- x Certification and licensure examination results
- x Writing samples
- x Portfolio evaluation
- x Course embedded questions

- Study surveys
- Analysis of enrollment, demographic and cost data
- Other, please specify: _____

Statewide Program Issues (if applicable)

No problems or program issues evident at this time.

**HARPER COLLEGE
ACADEMIC DISCIPLINES
PHILOSOPHY**

ACADEMIC DISCIPLINE REVIEW REPORT TEMPLATE

**SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED
IN ACADEMIC YEAR 2010**

Written and Oral Communications, Mathematics, Physical and Life Sciences, Humanities and Fine Arts, Social and Behavioral Sciences

Discipline Area	Philosophy
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Improvements & Rationale for Action

Outcomes assessment: For our second step in developing ongoing assessment in our department we designed an in-class writing assignment which was given to students in most of our general education classes. This assignment asked students to think critically about an issue and provide supporting arguments for or against this issue. A random sample of papers (n=72) were evaluated based on a rubric. The rubric assessed critical thinking in 3 areas: Organization, Reasoning and Multiple Viewpoints. Each area was rated on a four-point scale. Two individuals read each paper (4 readers in all). It turns out that the most important outcomes of the evaluation are what the full time faculty learned about doing assessments of this sort. A third round will occur in the fall with a more detailed rubric & other improvements in test administration.

Web site: We collaborated with the website development staff member to develop a new web site which went live this fall. It contains more information than our former site, is easier to navigate, and looks attractive and professional.

Instituted the Ethics Bowl at Harper: Ethics Bowl is a student club dedicated to discussing ethical issues that come from case studies, stories about people who are faced with having to make difficult ethical decisions. The Ethics Bowl culminates in a Harper competition and a Midwest competition between schools which feeds to a national competition.

Replaced Socrates Café with Think Tank. Think Tank is Harper’s philosophy club. Club members meet weekly for honest intelligent discussion of both philosophical and current issues.

Online Courses: Currently, we offer Introduction to Philosophy (PHI 105), Ethics (PHI 115), Business Ethics (PHI 150) and World Religions (PHI 205) in this format. Colleen Burns will develop an online version of Critical Thinking (PHI 101) over the summer.

Participated in the Fast Track Program beginning in January 2005. Two courses are offered in this format: World Religions and Ethics

Added PHI 215 -- Religion in America to the curriculum.

Principle Assessment Methods Used in Quality Assurance for this Discipline

- 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)

Does not apply

**HARPER COLLEGE
ACADEMIC DISCIPLINES
SIGN LANGUAGE**

ACADEMIC DISCIPLINE REVIEW REPORT TEMPLATE

**SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED
IN ACADEMIC YEAR 2010**

Written and Oral Communications, Mathematics, Physical and Life Sciences, Humanities and Fine Arts, Social and Behavioral Sciences

Discipline Area	Sign Language
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Improvements & Rationale for Action

Since the last program review, we have hired a replacement full-time faculty member in the American Sign Language Studies Department. This new faculty member was a Multicultural Faculty fellow and incorporated specific elements into SGN 202: ASL IV. Additional new adjuncts have been hired since our last review. New curriculum material for SGN 101: American Sign Language I has been used by all instructors, this commercially produced DVD, student workbook, and teacher's curriculum replaces material from 1993. A move is being made toward offering SGN 210: American Sign Language Community: A Cultural Perspective in a blended format in the future; in spring 2010 it was offered with an enhanced Blackboard format. Exploring degree options for students enrolled in ASL courses (but not pursuing interpreting course work) is under consideration.

A high priority regarding educational technology is the replacement of the Sign Language Interpreting Program analog language laboratory (installed more than fifteen years ago) with new digital equipment that allows for the same if not more technological capabilities. Our program review highlights this and the external consultant's report confirms this need. Once funding is allocated, it is anticipated that this replacement can be completed in the 2010 – 2011 academic year.

Principle Assessment Methods Used in Quality Assurance for this Discipline

- 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)

Springfield IL - Jan. 1, 2010 - A new law which constitutes American Sign Language (ASL) as a foreign language for the purpose of meeting university admission requirements in Illinois will go into effect in 2010. This law will require each public university to award academic credit for the successful completion of any ASL course offered or approved by the university, which may be applied toward the satisfaction of the foreign language requirements of the university. House Bill 725, **The University Sign Language Credit Law**, will go into effect June 1, 2010. (source: www.senatorhultgren.com)

It is expected that this recognition may lead to increased enrollment.

**HARPER COLLEGE
ACADEMIC DISCIPLINES
WORLD LANGUAGES**

ACADEMIC DISCIPLINE REVIEW REPORT TEMPLATE

**SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN
ACADEMIC YEAR 2010**

Written and Oral Communications, Mathematics, Physical and Life Sciences, Humanities and Fine Arts, Social and Behavioral Sciences

Discipline Area	World Languages
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Improvements & Rationale for Action

The World Languages Department completed the last program review in June 2006.

Improvements since that review include:

- hiring of 2 new full-time faculty to replace a Spanish instructor who moved on to an administrative position within the Division and later accepted employment outside of Harper, and one to replace a retiring faculty member in German.
- developing curriculum with the addition of Japanese 205 (Conversation) in 2007 and the decision to include a fifth language Mandarin Chinese in 2009. The World Languages Department has teamed up with Township High School District #214 and Arlington Heights District #25 involved in Partnering to Develop Global Citizens a program funded by a FLAP grant, and designed to promote Mandarin Chinese language proficiency in conjunction with building career pathways. Students will use their language acquisition in preparation for future career opportunities. The partnership will require that the World Languages Department develop by 2011 a two year sequence of Mandarin Chinese: Elementary Mandarin 101 & 102 and Intermediate Mandarin 201 & 202. The Mandarin Chinese offerings at Harper would provide opportunities for high school juniors and seniors to obtain Dual and AP credit and in turn increase World Languages enrollments. In an attempt to reach a different pool of students other than those who are interested in a two year language sequence, the World Languages Department developed a survey in Spring 2009 which was later administered to area community colleges in Fall 2009. As a result of this survey, GER 230 (German Civilization and Culture) was developed in Spring 2010. This course will be taught in English and will allow students to earn Humanities credit. It is the hope of the Department that students interested in German Culture and Civilization will subsequently consider enrolling in a German language course. GER 230 will go to the Curriculum Committee for approval in early Fall 2010, and then will be submitted to the ICCB.
- modifying curriculum by offering courses in alternative-delivery formats.

Spanish 101 & 102 have been added to course offerings in completely online format. Spanish 201, 202 & 205 are now offered as blended format courses in addition to traditional format options. All elementary and intermediate French and German courses are offered in traditional formats, but currently utilize online workbooks, e-books, and other technology related resources such as announcement boards and blackboard. The conversion of two additional World Languages classrooms into smart rooms has also given World Languages faculty an opportunity to take advantage of the technology that enhances teaching and learning.

The World Languages Department has developed the following action plan to be implemented over the next five years.

- Continue to examine and revise the WL curriculum.
It is important to assess the content and effectiveness of our courses in order to provide the best educational experience for our students and thus increase student retention without lowering academic standards.
- Develop new and refine existing courses.
Over the next three years, we will develop Mandarin Chinese 101, 102, 201, and 202; a Select Topics course for French, German and Spanish; and JPN 210 (Introduction to Modern Japanese Literature). GER 210 (Introduction to Modern German Literature) will also be offered in online format in Spring 2011.
- Increase appropriate placement of students.
In addition to screening methods already in place, we will implement a computer adaptive placement exam through Brigham Young University's WebCAPE. After administering a survey on placement exam practices to area community colleges and researching a number of placement exams, the World Languages Department selected the WebCAPE exam for which we will run a trial in early Fall 2010 in order to measure its effectiveness, determine calibrations and obtain student feedback. We expect to begin administration of the exam throughout the registration period for Spring, 2011.
- Continue efforts to assess student learning.
We have elected to use a standardized Final exam across the languages. This process involved all Spanish sections of 101 & 102 in Fall 2009, and will also include all 101 & 102 French and German sections at the end of Spring 2010. Test scores for particular grammar points and vocabulary across the languages will be collected and studied. It will take several semesters of testing and data collection before a thorough analysis of student learning can take place.
- Revise and improve the World Languages Departmental Web Page.
The goal is to provide students with relevant information regarding WL at one central location. The site would provide information on faculty as well as clear and precise descriptions of all courses available in the program. The web page would also provide a clear explanation of what courses students who have taken the AP Test may take, who is eligible for credit through Proficiency Exams and where these exams can be taken. This page would also provide a Placement Test site where students will be able to take the test and be given accurate information on what course to take. Information regarding study abroad programs, immersion days, cultural outings, and scholarships would also be posted

and updated periodically, providing students with current information and answers to most frequently asked questions.

- Develop a Multimedia Language Lab/Resource Center.

The majority of World Languages students are engaged in an average of two hours a week of computer mediated work for their course study and preparation. Access to a language lab would allow them to watch or listen to digital A/V materials and complete related assignments or exams online, record group conversations and create high quality authentic audio/video files. A lab would provide a shared learning environment where an instructor can lead a class activity as well as one in which students could easily share information with each other, and collaborate on projects and assignments. The Language Lab would provide instructors with the possibility to proctor oral evaluations simultaneously to the whole class, to create unique audio lessons as well as reading and writing exercises personalizing assignments to their specific courses and students' needs, and to view each student's screen and his/her progress, and then send a written comment or communicate with the student via headphones. The Language Lab would also function as a Language Learning Resource Center which would house a DVD collection; it would contain reference works in all the languages that Harper offers; and it would provide a site of intercultural learning and multicultural community. The implementation of the Multimedia Language Lab/Resource Center would ultimately enhance the presentation of material and optimize student learning and thus would be a most crucial improvement. All universities and colleges have this type of center and it is no longer a wish for us, but a necessity.

Principle Assessment Methods Used in Quality Assurance for this Discipline

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

Statewide Program Issues (if applicable)

Not applicable.

**HARPER COLLEGE
STUDENT & ACADEMIC SUPPORT SERVICES
WOMAN'S PROGRAM**

STUDENT & ACADEMIC SUPPORT SERVICES REVIEW REPORT TEMPLATE

SUMMARY REPORT OF REVIEW RESULTS - STUDENT AND ACADEMIC SUPPORT SERVICES REVIEWED IN ACADEMIC YEAR 2010

Advising/counseling, financial aid, library/learning resource center, tutoring/study skills/learning support services, admissions, and student records/registrar functions.

Service Area	Women's Program
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Major Findings and Improvements/Modifications

A brief description of the improvements made since the last review or reasons for other program decisions, proposed action plan for future improvements and an estimated timeline.

Harper College serves the northwest suburban quadrant of Cook County that is Harper College District 512 and Workforce Investment Area (WIA) 8. The total district population is 555,100. Data from the 2000 census indicates that there are 8,505 homes within Harper's district with a female householder, no husband present, and children under the age of 18. (*US Census Bureau, Census 2000 Blockgroups*, p12.) The Women's Program at Harper College provides comprehensive education and employment services to these single parents and displaced homemakers.

The following chart shows the number of participants over the five-year period.

Fiscal Year	Number of Participants	Number of Participants Who Took Classes (Percentage of total participants)
2004-2005	375	233 (63%)
2005-2006	370	222 (61%)
2006-2007	351	228 (66%)
2007-2008	338	211 (62%)
2008-2009	418	267 (64%)

Improvements since Last Review

- To increase program visibility, the Women's Program, over the last 5 years, collaborated with organizations, such as the Sears Women's Network and the Northwest Suburban Alliance on Domestic Violence, to present relevant programs and seminars. Staff members provided over 35 in-service trainings for area volunteer and social service organizations and worked with Admissions Outreach as a way to increase the Program's visibility. Program brochures, flyers and other information were distributed at events such as Harper's Job Fairs and various community resource fairs. Several of the Women's Program participants were highlighted in local news articles, as well as programs and events being sponsored by the Women's Program.
- To increase Outreach and Service Delivery to Returning Adult Women, various marketing methods were tried. These included tear-off posters advertising "Women at College in Community" classes, which were posted in local grocery stores, and flyers for upcoming events were routinely mailed to area libraries and social services agencies. Five mailings of 925 postcards each, describing Women's Program services and specific events, were mailed to single female-headed households over the age of 25 making less than \$25,000 a year and who lived in Harper's district. Information about the Women's Program was printed in the Continuing Education booklets, shared with all new incoming faculty, and flyers and brochures were routinely placed throughout the college campus.
- The efforts to improve marketing and visibility contributed to an increase in participants, but the economy is the major reason for additional interest in the Program. Social Service agencies accounted for 27% of referrals and media for 11.3%. Internal College referrals and word-of-mouth continue to represent the highest sources of referrals.
- Increased collaboration with the Office of Financial Aid and Scholarships to better manage participants' funding options.
- Developed several new programs including:
 - The **Domestic Violence Faculty Fellows** is a new program open to Harper Faculty members to infuse domestic violence awareness into their subject content. There were four fellows in FY09 from health care and sociology disciplines and two chosen for FY10 from health care.
 - A program for participants who did not have computer skills was created and funded through a Resource for Excellence Grant in 2008. **Computer JumpStart**, basic computer skills instruction, has assisted 60 participants to become literate in computer skills and provided a used computer and software to be used for school work and the job search.
 - A 4-credit learning community class for Women's Program participants, "**Life Choices & Career Directions**," combines

Career Development (CDV110) and Humanistic Psychology (PSY107). This linked class has helped participants to be successful in school and in their job search.

- Continued to refine support to maximize participant success. The following table shows the increasingly successful GPA of program participants who enrolled in Harper courses:

Fiscal Year	Fall Semester Average GPA
2004-2005	2.66
2005-2006	2.75
2006-2007	2.58
2007-2008	2.82
2008-2009	2.9

Proposed Action Plan for future improvements

- Establish an alumni group of former participants to track their success by 2012.
- Use social networking to link current and former participants by 2011.
- Provide additional on-line information, especially workshops, so that individuals can acquire knowledge and have access 24/7 by 2011.
- Look into expanding services to all women, not just those who are low income by 2013.
- Continue to review and revise guidelines (on-going).
- Analyze model overlap with Center for New Students and Professional Advancement & Learning Center, and role in larger restructuring of College by 2012.
- Pursue grant opportunities and funding resources to continue to serve the increasing need (on-going). (Note that grant writing was written into one of the Program Specialist's jobs.)

Statewide Programmatic Issues (if applicable)

A brief description of emerging state-level problems and/or program issues that will eventually affect programs offered by the colleges and cannot be addressed at the local level. Such problems/issues might include changes in support services for special needs students, or changes in financial aid policy difficulty in managing programs offered to students.

- The overall downturn in the economy and loss of state funding support have had an effect on the Women's Program. With an increase in the number of students and community members seeking assistance, many with special needs, the resources have been stretched to their limits. Funding is down \$50,000 (39%) for FY10.
- The high unemployment rate has affected job availability and has increased the number of unemployed women seeking services.
- The number of immigrants has increased each year which required the program to address a more culturally diverse population. In FY09, 30% of participants were born outside of the United States from 46 countries.

**HARPER COLLEGE
STUDENT AND ACADEMIC SUPPORT SERVICES
STUDENT DEVELOPMENT COURSES**

CROSS-DISCIPLINARY REVIEW REPORT TEMPLATE

**SUMMARY REPORT OF REVIEW RESULTS - CROSS-DISCIPLINARY PROGRAMS
REVIEWED IN ACADEMIC YEAR 2010**

General Education, Adult Education, Remedial/Developmental Programs, Vocational Skills, Transfer Programs and Functions, and the AGS degree program

Cross-Disciplinary Program	Student Development Courses
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Improvements or Rationale for Action

	<p>Harper College’s Student Development faculty provide opportunities for students to develop their cognitive and affective abilities in ways that promote their academic success. The goal is to develop, holistically, a more fully-functioning individual that is more capable of student success and program completion.</p> <p>Student Development offers the following courses to help students develop their skills for student success: CDV 110, Career Development; DIV 101 Exploring Diversity in the U.S.; FYE 101, First Year Experience; PSY 107, Humanistic Psychology; and PSY 108, Special Topics. Each course focuses on topics unique to a student’s developmental process and aims to provide information in both interactive and interpersonal formats.</p> <p>Student Development faculty continue to provide quality instruction for students. This is reflected by the high rate of student satisfaction provided in classroom evaluations and the positive feedback provided by our outside consultant team.</p> <p>The Division of Student Development has added a number of improvements since the last curriculum program review:</p> <ul style="list-style-type: none"> • Student Development faculty revised and updated general course outlines and student learning outcomes for each of the five courses. Then, an on-going assessment cycle was developed to assess course outcomes each year and evaluate for effectiveness. Any recommendations for improvement are submitted to the Student Development Curriculum Committee for discussion and implementation. • Enrollment in Student Development courses significantly increased since the last review. FTE increased 70% from 2005 to 2009 (from 114.80 to 195.07). The enrollment growth is primarily attributable to: the continued popularity of DIV 101; a revised curriculum for FYE 101 (formerly ORN 101) and the more widespread use of the course as an
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intervention/success strategy with key groups of students; and the addition of a positive psychology course into the special topics sections.

- As previously mentioned, ORN 101 underwent a significant curriculum change to FYE 101, First Year Experience effective with the fall 2009 semester. The course outline and outcomes were updated and the course was approved for variable credit (1-2 hours). Faculty in the Center for New Students created a new textbook for the course and Student Development modified the teaching credential to allow for non-counseling faculty to teach FYE 101. The number of sections of this course has grown from 11 sections in 2004/05 to 38 sections in 2009/10.
- The previous program review identified a need for more structure and support for professional development of new and experienced instructors. Since then, Student Development has provided periodic brown bags, focus groups, and teacher trainings for instructors. More recently, Student Development has assigned lead instructors for each course and defined their supporting roles and responsibilities related to professional development for that course; which include monitoring the outcomes/assessment cycle, serving as mentor and observer of new instructors, providing training opportunities for instructors, and serving as first contact regarding professional development activities related to their course. It is recommended that the roles and responsibilities of the lead instructor be fully implemented in the next 1-2 years. As indicated, Student Development should continue to develop a plan for consistent evaluation and observation of new and continuing instructors.

The Division of Student Development is proposing the following action plans for future improvements by the next program review:

- Student Development will continue offering links, learning communities and special sections for specific at-risk student populations; students with disabilities, students on academic probation or suspension, women in transition, student athletes, and underrepresented students through our Center for Multicultural Learning's Bridge Program, and will seek new opportunities to identify and address the unmet needs of other at-risk student populations through the development of other special sections.
- Student Development will also promote its course offerings through the Center for Multicultural Learning in an attempt to increase enrollment of underrepresented students in our general sections.
- While Student Development faculty primarily function as counselors and academic advisors, there is a heavy reliance on those faculty to teach Student Development courses. There has been no increase in full-time Student Development faculty in many years. To date, Student Development faculty have managed to meet the demand, but sustaining growth will not be possible without the consideration of alternatives. Student Development will attempt a variety of approaches, including current practices such as hiring outside of the department, allowing more faculty to teach as part of load, offering courses in other formats, and explore new strategies to increase the number of qualified instructors that can teach our courses.

- Student Development will take steps to increase our awareness and ability to utilize technology that will streamline the teaching and learning process.
- Student Development will develop a department Blackboard web site so faculty can share ideas and materials related to the curriculum and instruction of our courses.
- Student Development, through the support of the Dean, Faculty Chair, and Student Development Curriculum Committee, will provide training and observation/feedback for new and current instructors.
- Student Development will review, update and if necessary, revise its teaching policy.
- Student Development will utilize the new learning outcomes process and yearly assessment cycle to obtain measurable outcomes that will inform and guide our teaching process.

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)

Not applicable.

**STUDENT AND ACADEMIC SUPPORT SERVICES
OFFICE OF STUDENT FINANCIAL ASSISTANCE**

STUDENT & ACADEMIC SUPPORT SERVICES REVIEW REPORT TEMPLATE

SUMMARY REPORT OF REVIEW RESULTS - STUDENT AND ACADEMIC SUPPORT SERVICES REVIEWED IN ACADEMIC YEAR 2010

Advising/counseling, financial aid, library/learning resource center, tutoring/study skills/learning support services, admissions, and student records/registrar functions.

Service Area	Office of Student Financial Assistance
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In July 2006, a new director was brought in to begin the next critical stage in the transition of the then Office of Scholarships and Financial Assistance to a more enrollment management aid model.

In the 2009-2010 academic year, the Office was renamed the Office of Student Financial Assistance. This was done to strengthen the relationship between financial assistance and the student client.

In addition, in 2009, the Office of Student Financial Assistance was restructured to focus staff emphasis and attention on two very distinct units within this multimillion-dollar student aid operation. One unit, headed by a Financial Aid Associate, encompasses the integrity of the data processes and systems within the Financial Assistance Office and for facilitating, analyzing, and understanding the functional relationships between departmental components of the college's administrative systems. This unit is responsible for all facets of the functional planning, development and on-going support and maintenance of the Financial Assistance system to include the development and implementation of the new Document Imaging initiative.

The second unit's focus is on *relationships* with the customers of the Office of Student Financial Assistance. This unit, also led by a Financial Aid Associate, has specific responsibilities for the Client Services team including Front Desk staff supervision, training, and development. This position is responsible for providing effective customer service and counseling for current and prospective Harper College students, parents, faculty, and staff. This unit, the so-called "front door" to the OSFA is responsible for the OSFA Front Desk staff and includes the monitoring of customer service, responsiveness to the OSFA telephone system, and staff training, and professional development.

The Office of Student Financial Assistance (OSFA) at Harper College has undergone two very significant changes in the past three years. First is the introduction of the new student information system, SunGard Banner FA. The other change and of equal significance has been the loss of three very senior

staff and their replacement with less experienced, but academically talented staff. Helping Harper students find the necessary funds to be successful is the primary objective of the department but maintaining superior customer service is also a top priority. The combinations of the new system implementation, inadequate SunGard Banner training, and the loss of over 65 years of Harper College experience eventually led to a less than satisfactory audit.¹ Each of the seven (7) findings reported in the referenced federal audit was linked to either inadequate Banner FA training, lack of staffing resources, or both. None of these findings was considered "material" and Harper College was not materially affected. Each of the findings was addressed with the full and complete implementation of Banner throughout the College and the Office of Student Financial Assistance was able to replace all staff persons lost.

The student information system within the Office of Student Financial Assistance, Banner FA, is in its "infancy" and, thus, the staff is growing more comfortable with a new way of processing files. According to Information Technology, a department can count of a three-year learning curve before it is comfortable with the "power" of the technology. The OSFA department is in its third year of Banner FA and getting more comfortable with the new system.

In 2009, the Office of Student Financial Assistance, in response to a State of Illinois mandate, the Higher Education Veteran Service Act (P.A. 96-0133), employed a veterans' coordinator. This position is the first point of contact for veterans who are considering Harper College who have been admitted. This office affiliates veterans with services all over campus that are relevant to their reintegration. This new employee, a 10-year Navy veteran paid strong dividends almost immediately. Enrollment certification counts have been 729 in 2008 and 1043 in 2009. The department is positioned to exceed this number in 2010.

A Student Veteran's Association was founded and recognized as an official organization by the Veterans of America as well as at Harper College. Plans are to broad ties to other departments at Harper to improve Veterans services and provide programming to support veteran needs at the college.

In February 2010, the Illinois Department of Veterans' Affairs conducted their annual review of the OSFA's handling of Illinois veterans benefit applications and supporting material. In their written report, the Illinois State Approving Agency recertified Harper College to participate in all veterans benefit programs for the 2010-2011 academic year.²

Students enter the Harper student financial aid operation via the federal government's free online financial aid application, the FAFSA Online. This application is available to both prospective and current students are through the Harper College website and then link to the Financial Aid site, www.harpercollege.edu. Students completing this online application receive an electronic acknowledgement affirming the U.S. Department of Education received and forwarded their FAFSA Online to Harper College. Once the OSFA receives an aid applicant's FAFSA, the OSFA staff may request additional documents in a process called verification. Student aid applicants can view the

¹ OMB Circular A-133 Audit Report Year ended June 30, 2009
Illinois State Approving Agency, February 23, 2010 and available upon request

processing status of their application on their student portal, [My Harper student portal page](#). Students are kept informed of their student aid status via email and the student portal page is updated. After all requirements have been satisfied, a student financial aid award offer is made available.

Aid applicants may view their financial aid award the award overview on their student portal page. Any grant offer (free money) can be automatically be accepted. Student aid applicants awarded a student loan must accept the amount on their [My Harper student portal page](#). Required Entrance Loan Counseling and the Master Promissory Note are also signed online at a federal secure website.

Within the first month of the start of the term, an aid applicant's financial aid is disbursed to their student account. Any remaining funds are refunded to the student via direct deposit.

The Office of Student Financial Assistance awards scholarships that are not part of the FAFSA application process. Scholarships are awarded to students based on their academic performance, leadership experiences, community involvement, or financial circumstances. In the Spring 2010 semester, the OSFA staff initiated a review of the online scholarship process. In collaboration with Marketing Services, the OSFA staff is previewing an interactive scholarship application. The purpose of this initiative is to direct interested scholarship applicants to only those scholarships for which the applicant meets the donor's eligibility criteria. The interactive scholarship application is "smart enough" to provide applicants with additional scholarship choices the student may have overlooked. There is also an advantage to the Admission Outreach Department staff can "reach out" to scholarship applicants for whom the interactive scholarship application is their first point of contact with Harper College. Lastly, this new interactive scholarship application allows the Harper College Educational Foundation staff to analyze data to determine scholarship needs and to also analyze scholarship applicant demographic data; such as, gender, ethnicity, age, and college major.

Last year, members of the OSFA made "Financial Aid Night" presentations at five local high schools, participated in four community based "Financial Aid Awareness" programs, and sponsored nine on campus "FAFSA Completion Workshops." This will be a continuous area of focus for the Office of Student Financial Assistance department in the future as these "financial aid awareness" types of events will lead to earlier submissions of the online FAFSA thus contributing to a student's success, a critical component of the Achieving the Dream initiative.

Annually, the OSFA staff meets to review the prior year's processing activities and plan for the following year's activities. The OSFA staff has been holding these annual planning seminars since 2007. One of the tasks is to review the previous year's MBO and to develop the management by objective strategies and tactics to create a roadmap for making the annual processing of student assistance efficiently and effectively. These strategies and tactics are then compiled into one overall departmental MBO document submitted by the director to the Vice President of Enrollment and Marketing for inclusion with the institutional goals.

The OSFA and Admissions Outreach share space within room 102 of Building C. This sharing arrangement was Harper's initial attempt at providing "enrollment planning" within a "one stop" environment. While the sharing of front desk lobby space does contribute to an overall sense of helping visitors with their admission and financial aid related questions, this same sharing of space limits the expansion of either department. Moreover, factoring in the call volume, walk-ins, and unique needs of each department, the sense of helping can be consumed with a sense of chaos. Instead of the necessary space for OSFA staff members to discuss confidential issues in private or to hold a team meeting, the staff often finds itself finding meeting or "quiet" space outside the confines of C 102.

Statewide Program Issues (if applicable)

The continuing and evolving resolution of the funding of the largest statewide grant program, the Monetary Assistance Grant (MAP) presents significant issues for both the Illinois consumer and the financial assistance office. Specifically, it is clear, from available student access research that the lack of grants for low-income students serves as a barrier to postsecondary education.i

As with many community colleges, the economy has created a new pool of prospective students especially in the Adult Student marketplace. Moreover, the Harper College Office of Student Financial Assistance, already strained because of historically low staffing levels, found they were processing significantly more financial aid applications than any prior years. The Harper College Office of Student Financial Assistance was no different. For the 2009-2010 academic year, the OSFA staff processed 18,824 applications, 38% more financial aid applications than the 2008-2009 year.

Considering the local area economy has not improved in the year, it is entirely reasonable to expect the number of financial aid applications to increase once again. Moreover, in the U.S. Department of Education's report of First Quarter 2010-2011 Free Application for Federal Student Aid (FAFSA) processed, 54.31 % more FAFSAs were processed and forwarded to the Harper College Office of Student Financial Assistance than the first quarter 2009-2010.

Part B
Best Practices

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BEST PRACTICES REPORT TEMPLATE

BEST PRACTICES AND INNOVATIONS (SELECTED PROGRAMS) 2010

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
DEPARTMENT OF ACADEMIC SUCCESS**

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FY 2010 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES

Include programs reviewed in prior years for which action was taken in the current year and/or changes resulting from planning and quality improvement initiatives. **This report is only for programs that are not already scheduled for review and for which results are not already being reported under another template.**

Program Identification Information

6-digit CIP	
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Program Type CTE Academic Cross-Disciplinary	Cross –Disciplinary
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Program Title	Department of Academic Success
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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

READING 090; READING 099; ENGLISH 098; PSYCHOLOGY 106
<ul style="list-style-type: none"> • DAS full-time faculty were represented on Harper Achieving the Dream committees and focus groups addressing research data and proposed changes to Harper developmental reading and English programs during Fall 2009 and Spring 2010. Dr. Shante Bishop, DAS faculty, is a member of the five-person CORE team working closely with President Ender to facilitate campus-wide ATD research and initiatives. • DAS faculty developed and piloted successful “blended” online course delivery options in three of its programs for Spring 2010: English 098, Reading 099, and Psychology 106. DAS continues to offer blended options in all three programs. • DAS faculty developed and received approval for two new learning communities linking its developmental courses with transferable elective courses in collaboration with the Center for Multicultural Learning and with the Business and Social Sciences Division: (a) Reading 099 and Diversity 101, “And Justice for All? The Collaborative Strength of Diversity”; and (b) English 098 and History 121, “Written in Blood:

Repression and Resistance in Latin American History.”

- DAS has expanded its PSY 106 curriculum through inclusion of its course in Fast Track cohort programs offered in Spring 2010 and Fall 2010.
- DAS is offering PSY 106, a transferable special elective course, to support Weekend College students in Fall 2010.
- DAS worked closely with Access & Disability Services to pilot supplemental instruction in Reading 090 for deaf and hard of hearing students, and will increase its collaboration to plan and provide supplemental instruction and coordination between DAS and ADS in Fall 2010 to increase success for deaf students and students with learning disabilities.
- DAS faculty were central in providing teaching support and coordinating a pilot summer project-based bridge program for high school graduates with Harper instructors in Business, Chemistry, and Nursing: “Choice Scholars” was piloted in Summer 2009 and received an Innovation Award from ICCCA for that work in Fall 2010.
- DAS faculty played central roles in working with administration at Harper to create the “Choice Scholars Institute,” an alliance between Harper and local high school district administrators and faculty. CSI offered workshops and created goals in Fall 2009 and Spring 2010 to increase student success and retention at Harper and to increase the number of high school graduates successfully placing directly into transferable credit English and Math courses at Harper without the need for remediation.
- DAS continued its collaboration with the Center for New Students in its success-focused counseling intervention program, “Students Taking Academic Responsibilities,” or STARS, for all Reading 099 students.
- DAS surveyed local community and city colleges to research formal assessment and exit exam practices to determine whether the standardized DRP cloze exit test used in Reading 090 and 099 should be supplemented by an “appeals” exam for otherwise passing students who have difficulty passing a cloze test, especially for deaf students and students who have documented learning disabilities. To follow up its research, DAS created an appeals exam for Reading 090 and Reading 099 students offered in Fall 2009 and Spring 2010 using both narrative and non-narrative texts and testing critical thinking and comprehension skills. Students were asked to identify main ideas, analyze author arguments, make predictions, make inferences, find synthesis, find personal connections, and identify and explain metaphor. More than 90% of students who took the appeals exams in both courses passed the appeals exams with a 70% or better grade and therefore passed their developmental reading courses. The appeals exam was also made available to Access & Disability Services for students with documented disabilities who use the Kurzweil Reader.
- DAS faculty created a new custom text for use in Reading 090 to be published in July 2010 and used in Fall 2010 Reading 090 classes. The new text responds to learner needs addressed by ATD research, including student motivation, student engagement, study skills, and content area reading strategies.
- DAS faculty substantially revised its custom text for Reading 099, *Branching Out*, to be published in July 2010 and used in Fall 2010; the text includes a wider range of readings in diversity issues to address student and faculty inclusion and student engagement.
- DAS created specific course outcomes and outlines for adjunct faculty in

all programs, providing training and tools in Blackboard for all PSY 106 faculty.

- All DAS full-time faculty facilitated workshops at the Second Annual Developmental Education Symposium hosted by Harper College in April 2010.
- Designated DAS faculty piloted supplemental instruction software, *My Reading Lab*, in Reading 090 and Reading 099. DAS will continue its pilots of new supplemental developmental education instruction software in Fall 2010 in its reading and composition programs to determine the efficacy of and methods of application for possible future use in all its program sections.
- DAS participated in the search committee to hire two new full-time reading faculty who will begin teaching for DAS in Fall 2010.

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

**SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FY 2010 BASED ON PRIOR
REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES**

Include programs reviewed in prior years for which action was taken in the current year and/or changes resulting from planning and quality improvement initiatives. **This report is only for programs that are not already scheduled for review and for which results are not already being reported under another template.**

Program Identification Information

6-digit CIP	
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Program Type <input type="checkbox"/> CTE <input type="checkbox"/> Academic <input type="checkbox"/> Cross- <input type="checkbox"/> Disciplinary	Academic
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Program Title	English
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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

Since the last program review, the English department has asked for and received permission to add one additional faculty member in the department. The search is currently being done and should be finished by the end of June 2010.

The department has also added several new courses to its curricula. There is a new course in Japanese literature in translation, for example. We have also put in a composition course with an emphasis in Eastern European Literature and continue to expand our offerings in the learning community modality.

Finally, the department has made ENG 100, 101, 102, and 103 available to students who want to take those courses fully online or in blended format.

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
ENGLISH AS A SECOND LANGUAGE**

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FY 2010 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES

Include programs reviewed in prior years for which action was taken in the current year and/or changes resulting from planning and quality improvement initiatives. **This report is only for programs that are not already scheduled for review and for which results are not already being reported under another template.**

Program Identification Information

6-digit CIP	
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Program Type CTE Academic Cross- Disciplinary	Cross –Disciplinary
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Program Title	English as a Second Language
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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

Goal A. Increase our enrollment:

Despite worldwide economic slowdown, we continue to see growth in select areas. Also, our internal ESL Marketing Committee has been busy promoting our programs. The Committee developed a Facebook page for our Department, and to date we have over 170 fans! Also, the Committee decided that we needed to have a student representative to put on our Facebook Fan page and our ESL site. The video is now live on our website: www.harpercollege.edu/esl.

The ESL website is also new this year. Further, we're working with the college Marketing Department to advertise in the local papers and to have a presence on the main Harper Facebook page and the Harper twitter postings to get out to the community at large.

Goal A1: A new TOEFL Preparation course was piloted in fall 2009. It is being

offered in summer 2010 and fall 2010 as well.

The laboratory-based TOEFL course was revised to better prepare students for the Internet-based TOEFL exam.

We are adding a new Reading V blended course in fall 2010.

Although it was not an addition, we changed the number of credit hours on Pronunciation ESL 085 from 4 to 2. This gives us another 2 credit hour option.

LNG 220 Methods of Teaching ESL was run for the first time in Fall of 2009, and it is on the schedule for fall 2010 as well.

Goal A2: We built on the significant gains in enrollments in our Linguistics courses from the year before. We had an 81% FTE increase in Fall 2009 and a 60% increase in Spring 2010 from the previous year. Over the past two years, enrollment in Linguistics has increased over 200% (201% in Fall and 215% in Spring semesters).

LNG 220, Methods of Teaching ESL, was run for the first time in Fall of 2009, and it is on the schedule for fall, 2010.

Goal A3: We added Conversation II to Saturday's schedule (spring semester, 2010). We are adding our new TOEFL Preparation course to our growing Saturday schedule in fall, 2010.

We have doubled Saturday course offerings from two to four classes. We saw a 30% enrollment increase from Fall 2008 to Fall 2009.

Goal A4: Our ESL Transferable Credit Committee has contacted other institutions out of state to inquire how they were able to get transferable credit for their ESL courses. We have also been in touch with ICCB as well as Diana Sharp in order to see if our outlines may match those of other transfer-worthy courses in Illinois. We are still working with the ICCB who has the ultimate authority over the transferring of our courses.

Goal A5: We obtained approval for part-time clerical support for the ISL, and we hired Youngshim Hahn as our new International Student Office Assistant.

The International Student Office must manage a lot of paperwork and data to comply with U.S. Department of Homeland Security regulations. The Assistant has created an extensive database to manage the data. She also organizes and maintains all the paperwork in the student files. The Coordinator now has more time for student programming to support the students as they strive to succeed at Harper College.

We are very pleased to announce that our International Student Coordinator, Jill Izumikawa, was granted a Fulbright Award for summer travel, 2010. In Jill's words, she "will proudly represent U.S. higher education in general and Harper College in particular to many university, community, and government representatives" during her two-week, intensive trip to South Korea. While learning about Korean culture, she will also have opportunities to share a brief photo

montage of Harper and describe the ESL programs.

We also developed an International website that is receiving a substantial number of hits both from potential students and from agencies that direct inquiring students to our college (see www.harpercollege.edu/iso).

Goal A6: The 2007/2008 ESL Program Review stated that only 4.4% of ESL students applied for financial aid with 91% awarded funds.

Currently for spring 2010, 23% of ESL students receive some form of financial aid, up from 21% last year. Additionally, the number of IEP students receiving financial aid has doubled from last year.

One reason for the increase in financial aid awareness has been the financial aid office's participation in our new student testing the last three years. The percentage of new testing students meeting with the financial aid representative on the test day is between 20-35%.

A video was posted to the ESL website and the ESL Facebook page to explain the registration process. The video makes reference to financial aid. In addition, we have promoted financial aid workshops offered by the financial aid office to students.

Goal B. Expand our course offerings:

Goal B1: ESP 071, Business Communication Skills, continues to be a popular course offering in the evening.

In meeting with area high schools, our Dual Credit Committee has found that because ESL is offered in the high schools, it cannot be offered for credit at Harper College. Therefore, our participation focus has changed from dual credit to college readiness.

Goal C. Update and improve our language laboratory:

Goal C1: We acquired funds from Information Technology to update our language lab.

Goal C2: Because of the acquired funds, ESL was able to purchase The Sony Virtuoso/Soloist Multi Media Language Learning System in July 2009. The system was installed in August 2009.

Goal C3: We've requested additional licenses (for 2010/11) so World Languages can access the Sony software from any lab on campus.

We invited faculty from World Languages to our Fall, 2009 ESL Workshop. Three Spanish faculty members and one German faculty member attended.

Goal C4: Listening and Speaking teachers are now required to set weekly assignments for students in our new language lab. The lab coordinator utilized

course outlines for these classes to align class topics, speaking functions, and pronunciation learning objectives with the available lab materials. Students are now practicing material related to their classes.

Beginning fall semester, 2010, Intensive English Program instructors will be required to bring their Listening and Speaking classes to the language lab for a class session once each week.

Goal C5: We have a digital camera on order for the department to use for classroom stills or short videos. We purchased our own disks for use with camcorders that are available through Media Services. These videos can be downloaded to the Sony equipment and then utilized in class via a jump drive or Blackboard.

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
LAW ENFORCEMENT AND JUSTICE**

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FY 2010 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES

Include programs reviewed in prior years for which action was taken in the current year and/or changes resulting from planning and quality improvement initiatives. **This report is only for programs that are not already scheduled for review and for which results are not already being reported under another template.**

Program Identification Information

6-digit CIP	43.0107
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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	
43.0107	03	Associate in Applied Science Degree: Law Enforcement and Justice
43.0107	20	Forensic Science Technician Certificate

Action

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

Improvements or Rationale for Action

The principal recommendations are identified below that were identified in the 2006-2007 Law Enforcement and Justice Administration Program Review. Under each bullet point, the outcome will be explained as of May 11, 2010. Some items are still in the process, while others have been implemented.

- Update physical resources, classrooms, and technology to enhance the learning process.
Since the summer of 2007 resources have been secured to facilitate the new Forensics AAS and Certificate programs and enhance the LEJ AAS program. Forensics supplies and equipment have been secured by the

college and secure storage space has been provided. Advanced technological equipment has been secured most notably in the form of cameras, krimesite direct view kit, facial I.D. software, alternate light sources, a video comparator and a laboratory fuming cabinet/heat chamber et.al.

- The addition of posters, professional materials, equipment pertaining to the policing experience should be available for hands on exploration inside the LEJ classrooms.
Dedicated classrooms for the LEJ programs have been provided i.e. H122A, H122C, H122D and D170. These rooms and the adjacent hallway have been equipped with professional posters and provided with display cases containing police related equipment on loan from faculty members. Also in the hall adjacent to the classrooms a large poster board has been provided that contains job and activity postings. In D170 a crime scene room has been established that provides space for up to 9 crimes scenes and storage space. The crime scenes have been furnished with some materials from the college and most from contributions from outside donors and faculty. The Maintenance Program has also provided services in remodeling portions of the crime scene room including a complete kitchen.
- The purchase of new and more comfortable tables and chairs to replace the current and uncomfortable seating.
In 2007 new chairs and tables were provided for all three LEJ classrooms.
- Establish a Public Safety Resource Center that can join the resources from Fire Science Technology, Law Enforcement and Justice Administration, Forensics, Building Codes and Enforcement, and Emergency Medical Service in one convenient location.
Over the last 3 years the public safety programs have worked in concert sharing space and conducting student support together i.e. Hiring Boot Camp. This will continue with the move to D Building. The plans for a new public safety building are being considered by the administration as part of the Master Plan.
- Improve program accessibility to changing student needs by offering several different course schedules that involve traditional, on-line, blended, and fast-track.
The LEJ programs are seeing record numbers while addressing student needs with recent Fast Track initiatives, a newly established proficiency program, a new on-line Investigations course and a partnership with NIU that will offer a BS degree for public safety students on the Harper campus.
- Increase full-time staff, so there is less of a reliance on part-time adjuncts, thus increasing course consistency and personnel availability for the purpose of mentoring.
Full time faculty to this point remains at 3, no increases are being considered at this time.
- Work closer with the Marketing Department to develop a Public Safety Web page, as well as provide a greater emphasis on marketing the new curriculum.
Over the last 3 years a strong relationship has been developed with Marketing and has provided the LEJ program with professional brochures for Fast Track programs, the NIU program and a joint brochure for Fire Science and Law

Enforcement. The Web pages are being developed and reflect changes to both programs.

- Purchase additional training aids for practical demonstrations.
A great deal of training aids have been obtained for the Forensics and Law Enforcement programs to include defensive tactics materials.
- Purchase additional videotapes and DVD's for upcoming course reinforcement.
Through the purchase of additional videos and the contributions from faculty private collections an extensive collection has been established in the coordinator's office for use by all faculty. Additional videos have been provided by the library and converted to DVD and made part of the collection.
- Outfit all LEJ classrooms with SMART podium technology.
All the LEJ rooms have been provided with this technology since 2007.
- Substantially increase marketing and promotion of the LEJ Program, including more open houses, high school career days, meeting with local civic organizations, and cable access.
Marketing over the last 3 years has involved the coordinator or a designate meeting with specific groups of students i.e. Hispanic groups and even 8th grade groups. Numerous career days, open houses and community dinners have been attended and allow for our constituency to learn about all the LEJ programs.
- Make a new LEJ Program brochure to reflect new and improved curriculum.
An extensive new brochure was produced several months ago that combined the Police and Fire programs together.
- Implement "Fast Track" class program geared for adult learners over the age of 25.
A combined Police, Fire and Military Fast Track cohort program was launched in the fall of 2008 and covered all Gen Ed requirements. Since the first successful cycle the program was suspended for lack of students.
- Implement an "On-Line" program geared for Military Veterans.
While the number of veterans has greatly increased interest in on-line programming has been sparse and thus not implemented at this time.
- Explore the offering of LEJ classes on Saturday mornings during Fall and Spring semesters beginning in 2008.
These offerings have not been established at this time as most students I have talked to did not show interest and faculty has not shown interest in teaching at this time.
- Purchase simulator equipment for scenarios training (practicum).
As previously stated a large amount of supplies and equipment has been purchased over the last 3 years. I see no immediate needs at this time.
- Offer additional staff development seminars that would include instructors from other local community colleges and police departments.

A great suggestion, however no plans have been formulated at this point.

- Standardize all syllabi, testing, instructional delivery, and course objectives, by all full-time and part-time faculty to insure consistency in multiple course sections.

Over the past 2 years these issues have been addressed at regular faculty meetings. Suggestions have been made regarding syllabus preparation i.e. sign off sheets, student conduct statements and other standards regarding office hours and scheduling. Faculty has responded to suggestions keeping in mind the autonomy and academic freedom ensued through collective bargaining.

- Purchase LEJ Logo Shirts for all Faculty, both full-time and part-time, making them unified and approachable as well as adding a professional appearance to the program.
This purchase was made.

Principle Assessment Methods Used in Quality Assurance for this Program

X 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

MASTER SCHEDULE FOR PROGRAM REVIEW FOR 2010-2015

STUDENT SUPPORT SERVICES

(revised 06-02-10 – also on SAC Shared Drive)

Division or Administrative Area	FY11 2010-2011	FY12 2011-2012	FY13 2012-2013	FY14 2013-2014	FY10 2010-2015
Student Development	<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 	<ul style="list-style-type: none"> • Women's Program • Student Development Courses
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"> • Admissions Processing • Registration and Records 		<ul style="list-style-type: none"> • Financial Aid

ACADEMIC AFFAIRS PROGRAM REVIEW SCHEDULE

	A	B	C	D	E
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
	FY11	FY12	FY13	FY14	FY15
Across Divisions	Social and Behavioral Sciences	Written and Oral Communication	Mathematics	Physical and Life Sciences	Humanities and Fine Arts
Across Divisions	Functions and programs (AA, AS, AAT, AFA, AES, AGS)	General Education	Adult Ed and ESL	Remedial and Developmental	Vocational Skills
AELS			AED ESL/LINGUISTICS INTER. STUDENTS OFF	READING COMMUNICATIONS LEARNING SKILLS	
BUS/SS	ECONOMICS HST/PSC PSYCHOLOGY SOC/ANT GEOGRAPHY EDUCATION EARLY CHILDHOOD ED	CIS PARALEGAL STUDIES	MGT/SCM	ACCOUNTING FINANCIAL SERVICES	MARKETING/MCM HOSPITALITY
CE				CONTINUING EDUCATION EXT SERVICES	
CTP		ELECTRONICS GRAPHIC ART LAW ENF & JUSTICE	BLDG CODES EMG FIRE SCIENCE MAINT. TECH	ATE and IND REFRIG AIR COND	FASHION DESGN
HC			CARDIAC TECH D M SONOGRAPHY DENTAL HYGIENE DIETETIC TECH EMS MOA RAD TECH	PHLEBOTOMY TECH	NURSING and CNA
LIB ARTS		SPEECH/THEATER ENG/LITERATURE			ART/FINE ART HUMANITIES MUSIC PHILOSOPHY SGN/ITP WORLD LANGUAGES
MS			MATH/MTH LAB/CSC	BIOLOGY CHEMISTRY PHY SCIENCES ENGINEERING	
RFL	LIBRARY		DOIT	TUTORING CENTER WRITING CENTER SUCCESS SERVICES	
WHP	PED				
VP	PALC				