

**Harper College  
Program Review Report  
August 2011 Submission to the  
Illinois Community College Board**



1200 West Algonquin Road  
Palatine, Illinois 60067-7398



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**Part A**  
**Summaries**

**HARPER COLLEGE  
CAREER AND TECHNICAL EDUCATION PROGRAMS  
EARLY CHILDHOOD EDUCATION**

**CTE PROGRAM REVIEW REPORT TEMPLATE**

**SUMMARY REPORT OF REVIEW RESULTS  
CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2011**

**Program Identification Information**

|                    |                                  |
|--------------------|----------------------------------|
| <b>6-digit CIP</b> | 190709 Early Childhood Education |
|--------------------|----------------------------------|

|                    |   |
|--------------------|---|
| <b>Degree Type</b> | 03 – AAS<br>20 – Certs 30ch ><br>30 – Certs <30ch |
|--------------------|---|

| <b>6-digit CIP</b> | <b>Degree Type</b><br>03 – AAS<br>20 – Certs 30ch<br>><br>30 – Certs<br><30ch | <b>Program Title</b>   |
|--------------------|---|--|
| 190709             | <b>03</b>   | Early Childhood Education<br>Associate in Applied Science                      |
| 190709             | <b>20</b>   | Early Childhood Education<br>Teacher Certificate                               |
| 190709             | <b>30</b>   | Early Childhood Education<br>Family Child Care Certificate                     |
| 190709             | <b>30</b>   | Early Childhood Education<br>Infant/Toddler Certificate                        |
| 190709             | <b>30</b>   | Early Childhood Education<br>Special Education<br>Paraprofessional Certificate |
| 190709             | <b>30</b>   | Early Childhood Education<br>Assistant Teacher Certificate                     |
| 190709             | <b>30</b>   | Early Childhood Administrator<br>Certificate                                   |
| 190709             | <b>30</b>   | Early Childhood Education<br>Before/After School Care<br>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 Early Childhood Education Department has undergone some changes since the last review. A new full-time faculty member was hired in summer 2009. Illinois Gateways Credentials have been implemented for the Early Childhood Education Teacher, Infant/Toddler and Director programs. Credentials were written into law in late 2010. The Department has acquired National Association for the Education of Young Children Associate Degree Program Accreditation status in fall 2010. Enrollment has maintained at a steady number and continues to grow. An online portfolio system pilot is being developed and implemented (began fall 2010). Alternative offerings for teacher certificates have been implemented, including a blended route, weekend classes and courses offered at our satellite site. A student club was created in fall 2009 for students in the ECE and EDU departments. Student leadership and community involvement has been a huge success with this club and the events it sponsors.

**Objectives:**

The objectives of the ECE Program are:

- To provide pre-service and in-service education for ECE teachers, assistant teachers and aides for all children (including those with special needs) and their families.
- To provide pre-service and in-service education for directors of Early Childhood facilities.
- To provide community leadership to advocate for young children, their families and persons employed in the ECE profession.
- To provide a model of a superior child learning center for young children and their families which also functions as a laboratory for students and community members where they can view and experience a high quality ECE facility.

- To provide articulation among high schools, colleges and universities which have ECE programs. To provide ECE consulting to community and business organizations.
- To support local, state and national professional organizations.
- To collaborate with other human service organizations.
- To provide parents and those considering parenthood with an understanding of children and childhood that will enhance their parenting.

Need: Over the past years, enrollment has shown a steady growth. According to Institutional Research, FTE has shown a 44.8% increase over the past ten years. Continued growth is expected over the next five years in response to employment needs and community demands.

In the next 3-5 years enrollment is expected to stay at its current levels or increase. With the addition of the Quick Route program, on-line courses, blended courses, and Saturday offerings, enrollment should continue to rise. When the AAT in Early Childhood Education is developed, an increase in enrollment would also be anticipated. The demand for ECE professionals is great. According to the U.S. Bureau of Labor Statistics, a 19% increase from 2008-2018 is expected for the occupations within the early childhood field.

Many ECE students are currently working in the field. Of those in the field, many are taking coursework to qualify them for higher positions within their own center, including head teachers, assistant directors and directors. The Department receives, on average, 3-5 calls or emails per week from local centers/parents seeking students to employ. A job board is maintained for the students. The local child care programs often use their employees who are enrolled in classes at Harper to recruit other students to their programs. The demand for ECE professionals cannot be overstated as growth trends and need is continued.

**Quality:**

Based on results from assessments, the need for faculty grading rubrics and uniformity in grading practices is being investigated further for the 2011 school year. All assignments have been aligned to IPTS and NAEYC standards. Assessments have been aligned with NAEYC standards, which informs us of the need to improve the family/community portion of our assignments and experiences in coursework.

**Cost:**

Printing has been rethought by faculty. The use of Blackboard sites is more prominent with all faculty, thus reducing print shop costs to the department. The main classroom that is utilized for instruction is in need of more organizational space to house department materials and equipment. New cabinets have been purchased and will be installed summer 2011.

**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)**

State-level problems that have and will continue to impact the Early Childhood Education field are related to certification requirements and changes for teachers that affect the transfer agreements and course content. Articulation between four year and two year institutions has not been universal across the state. Each institution has decided on its own requirements, thus stalling the AAT development within our department. Occupational demand continues to grow while compensation is substandard. Therefore, teacher retention is difficult to maintain and this turnover makes it difficult to create buy in within the student population. The need for more teachers to be educated at different levels is increasingly affecting coursework needs (head teacher requirements, ESL/Bilingual needs, Special Education).

**HARPER COLLEGE  
ACADEMIC DISCIPLINES  
ECONOMICS**

**ACADEMIC DISCIPLINE REVIEW REPORT TEMPLATE**

**SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2011**

Social and Behavioral Sciences

|                        |           |
|------------------------|-----------|
| <b>Discipline Area</b> | Economics |
|------------------------|-----------|

**Improvements & Rationale for Action**

**IMPROVEMENTS MADE SINCE THE LAST REVIEW**

New class times and structures:

- Blended versions of ECO 200, 211, and 212 have been added to the schedule.
- ECO 211 and 212 courses have been taught in the Fast Track program.
- Eight-week versions of ECO 211 and 212 have been offered.
- Saturday classes (ECO 211 and 212) have been reintroduced.
- The ECO 115 telecourse has been changed to a teleweb course.
- ECO 200, 211 and 212 (beginning Spring 2011) have been offered in a Twelve-week ONLINE format.
- ECO 200, 211, 212 have been offered in the Summer in the five-week format.
- Twelve-week face-to-face versions of ECO 211 and 212 have been added to the course schedule beginning Spring 2011.

Technology and Facilities:

- Much greater use is being of Blackboard with its implementation by 100% of the department faculty.
- Improved technology in the classrooms.

**ACTION PLAN FOR FUTURE IMPROVEMENTS**

- Greater use of available education technologies including Blackboard, homework management systems, student response systems, etc.
- Offer and teach ECO 210, Money and Banking in an online format in the fall of 2011.
- Evaluate the possibility and efficacy of modifying ECO 200, Introduction to Economics, to promote its selection as a course that fulfills the Diversity and World Cultures requirement.

**Principle Assessment Methods Used in Quality Assurance for this Discipline**

- 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: \_\_\_\_\_

**Statewide Program Issues (if applicable)**

N/A

**HARPER COLLEGE  
ACADEMIC DISCIPLINES  
EDUCATION**

**ACADEMIC DISCIPLINE REVIEW REPORT TEMPLATE**

**SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2011**

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

|                        |           |
|------------------------|-----------|
| <b>Discipline Area</b> | Education |
|------------------------|-----------|

**Improvements & Rationale for Action**

Since the last program review, the College has received approval for the AAT SEC MAT degree. ECE 219 – Students with Disabilities in Schools – has been moved to the EDU department to provide for smoother articulation of the course and in preparation for the development of the AAT Special Education degree. EDU 220 – Diversity in School and Society – was developed in preparation for this degree as well. In addition, with the continued emphasis on diversity issues in teacher training, the course has been approved to meet the World Cultures and Diversity graduation requirement at Harper College. This course has been added as a requirement for the Para Pro certificate and AAS degree programs, and has been articulated to meet the diversity requirement in many University teacher education programs.

Since the last program review, the Education department has engaged in standardization of Education classes, including assignment guidelines, rubrics and exams. Creation of a standardized education portfolio has been one of the main objectives. Standardization has been a primary focus of the Outcomes assessment process and has received overwhelming support from the Education Advisory Committee.

The Education department will continue working on standardization of course materials and department portfolio as courses in the department are re-aligned to meet the new Illinois Professional

Teaching Standards (effective fall 2012). Once courses have been realigned to meet the new standards, the department will begin work on creation of the AAT degree in Special Education. The AAT SEC MAT degree will also need to be resubmitted to ICCB once the Education courses have been realigned to meet the new standards. The Education department will also focus on test preparation for the Basic Skills test. This will include working with academic counselors, Continuing Education department, department faculty and increased communication with Education Students.

The Education department will continue to increase school sites under the mentor program, specifically focusing on diverse student populations. This will be an on-going goal. Increased partnerships with area schools/districts regarding clinical placements will also be stressed. Due to district guidelines, the department will also need to work closely with the Harper College Police Department as we move to requiring Fingerprint Checks for all students enrolled in classes where a clinical is required.

### **Principle Assessment Methods Used in Quality Assurance for this Discipline**

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

### **Statewide Program Issues (if applicable)**

There are many state-level problems that are occurring in the field of Education. First and foremost, the State of Illinois has decided to change the Illinois Professional Teaching Standards. While a draft of the standards has been released to community colleges, the final document has not yet been released. In addition, the new standards go into effect fall 2012, but currently the State of

Illinois is allowing the universities to develop their own programs and align their curriculum to the new standards without community college input. In other words, each university has the autonomy to develop their program, which will ultimately result in lack of uniformity across the State of Illinois. When representatives from ICCB, IBHE, and ISBE were asked when community colleges were going to be invited to the table, community college faculty were told to meet with the local universities on their own time. This will create all kinds of problems for community colleges in urban/suburban areas since our students transfer to many different institutions. In response to this issue, Community College Education faculty from Harper, Triton, Oakton, College of Du Page and College of Lake County are in the process of writing a joint letter to ICCB asking that regional meetings be set up and a task force be established following the model that was used for identifying appropriate standards to be met in lower level education courses when the models for the AAT degrees were being developed. We are also asking that community college education faculty be provided with regular updates regarding the realignment process.

Another issue that needs to be addressed is the type of background checks that Education students undergo while at Harper College. Currently, Education students undergo a State of Illinois Background Check. However, the AAT SEC MAT degree requires a fingerprint background check be completed for any AAT candidate. In addition, one local school district (district 25) has instituted a policy requiring all visitors (including student observers) to complete a fingerprint check. District 25 has indicated that this is the process that many districts will be moving to in the near future. The ISBE website indicates that while the State of Illinois does not require a fingerprint check for student observers, each school district has the right to make its own policy regarding background checks. Therefore, it will be in the best interest of all Harper Education students if the department moves to fingerprint background checks for all students who are enrolled in a class which requires a clinical component. This change will impact not only the education department, but the Harper Police department as well.

**HARPER COLLEGE  
ACADEMIC DISCIPLINES  
GEOGRAPHY**

**ACADEMIC DISCIPLINE REVIEW REPORT TEMPLATE**

**SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2011.**

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

|                 |           |
|-----------------|-----------|
| Discipline Area | Geography |
|-----------------|-----------|

**Improvements & Rationale for Action**

The Geography Department created or added the following courses:

- Blended versions of GEG101,100,103,104 and 111.
- Learning Community/honors Classes - GEG 101 - HLB & PSC 270 – HLB
- Honors classes for GEG101 and 103.
- A teleweb class for GEG101.
- On-line versions of certain classes, namely GEG 100, 101, 103, 104 and 111.
- Fast Track classes for GEG103,100, 111 and 112.
- Five-week, late-start versions of GEG101, 103 and 104 beginning Summer 2009
- An eight-week version of GEG103 on-line beginning fall 2010.
- An eight-week version of GEG104 on-line beginning fall 2010.
- An eight-week version of GEG104 blended beginning spring 2009.
- A twelve-week version of the GEG101 teleweb class beginning fall 2008.
- A twelve-week version of GEG103 in an on-line and blended format beginning fall 2009.

- A twelve- week version of GEG111, face-to-face beginning fall 2009.
- A twelve-week version of GEG151, face-to-face beginning fall 2010.
- A twelve-week version of GEG210 (Saturday mornings) beginning spring 2011

**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)**

N/A

**HARPER COLLEGE  
ACADEMIC DISCIPLINES  
HISTORY/POLITICAL SCIENCE**

**ACADEMIC DISCIPLINE REVIEW REPORT TEMPLATE**

**SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2011**

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

|                        |                           |
|------------------------|---------------------------|
| <b>Discipline Area</b> | History/Political Science |
|------------------------|---------------------------|

**Improvements & Rationale for Action**

|  |
|--|
| <p>Improvements made since the last Program Review</p> <ol style="list-style-type: none"> <li>1. All courses in History and Political Science have identified outcomes and assessment strategies.</li> <li>2. All courses in History and Political Science have been mapped according to the General Education course outcomes.</li> <li>3. Additional online and blended classes have been added to the History and Political Science curriculum.</li> <li>4. New courses in the History of Rome, World War I, and World War II have been added to the History Department's course offerings.</li> <li>5. New Topics courses have been added in both History and Political Science.</li> <li>6. A cohort program in Social Science has been established with National Louis University.</li> <li>7. The History and Political Science Department has increased student retention and completion rate.</li> <li>8. The Department has actively participated in professional growth and development activities and academic improvement programs.</li> <li>9. The Department has actively participated in college wide initiatives to increase student retention, success and transfer rates.</li> <li>10. The Department continued to offer a number of creative and effective learning communities</li> </ol> |
|--|

Action Plan for the Future

## Year 1 – 2011 – 2012

1. Offer professional development programs for departmental faculty
2. Explore the feasibility of a History Academy
3. Explore classroom use mobile devices

## Year 2 – 2012 – 2013

1. Offer new topics course
2. Analyze departmental drop out and withdrawal rate
3. Participate in outcomes assessments
4. Pilot the use of module devices in the classroom

## Year 3 – 2013 – 2014

1. Secure increased funding for additional primary source documents for classroom use
2. Implement retention and completion strategies
3. Pilot History Academy
4. Implement the use of Mobile devices in the classroom

## Year 4 – 2014 – 2015

1. Implement History Academy
2. Study podcasts and other delivery systems for the classroom
3. Review Social Science cohort with National Louis

## Year 5 – 2015 – 2016

1. Study enrollment patterns and develop new strategies for increasing enrollment and maintaining retention
2. Develop and pilot internships
3. Explore partnerships with K-12 schools for History fair implementation

**Principle Assessment Methods Used in Quality Assurance for this Discipline**

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

- Analysis of enrollment, demographic and cost data
- Other, please specify: \_\_\_\_\_

**Statewide Program Issues (if applicable)**

NA

**HARPER COLLEGE  
ACADEMIC DISCIPLINES  
PHYSICAL EDUCATION**

**ACADEMIC DISCIPLINE REVIEW REPORT**

**SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2011**

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

|                        |                    |
|------------------------|--------------------|
| <b>Discipline Area</b> | Physical Education |
|------------------------|--------------------|

**Improvements & Rationale for Action**

Physical Education program improvements were made over the past five years in curriculum offerings, scheduling and delivery. The replacement of two full time faculty has enabled the department to focus on specific improvement in our First Aid and Health Education courses. There have been increases in the variety of courses offered have been seen in both activity courses and transferable major courses. Endorsements of courses and agreements for recognizing the curriculum have been established with the American Red Cross, the American Council on Exercise and the American Sport Education Program. It is also worth noting that significant improvements have occurred in administrative reporting lines and facilities within the last five years. In addition, the program has seen classroom upgrades and a marked increase the availability of teaching technology.

Recommendations have been based on student survey results and the consultant report which were both part of the review process. Future improvements are primarily curriculum based and include the development of six new courses, name and outline changes for six other courses and the development of learning communities with other departments. Plans to increase visibility of the program through marketing strategies have also been proposed. The timeline for all recommendations includes a completion time of 4-5 years.

**Principle Assessment Methods Used in Quality Assurance for this Discipline**

- X Standardized assessments
- X 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)**

The largest statewide issue affecting the physical education transfer program is the Illinois state budget. As teacher positions are reduced in an effort to balance school budgets, the number of available jobs for newly certified teachers will decrease. If this results in a decrease in the number of students choosing a teaching career, then enrollment in our transferable major courses might see a decline as well. However, the documented obesity rate has created a renewed interest in fitness based education programs and has demonstrated a need for qualified fitness and health education personnel. This is already creating an increase in enrollment for our courses related to certifications such as personal training and may support the development of more courses that promote healthy living and lifestyle change.

**HARPER COLLEGE  
ACADEMIC DISCIPLINES  
PSYCHOLOGY**

**ACADEMIC DISCIPLINE REVIEW REPORT TEMPLATE**

**SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2011**

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

|                        |            |
|------------------------|------------|
| <b>Discipline Area</b> | Psychology |
|------------------------|------------|

**Improvements & Rationale for Action**

The Psychology Department at Harper College is implementing the American Psychological Associations (APA) Guidelines for all of its transfer courses. All courses meet these guidelines at present, but further revisions will be completed Fall semester 2011. It should be noted that the APA Guidelines that our psychology courses meet correspond directly with the IAI and ICCB guidelines for undergraduate psychology courses. The Psychology Department at Harper College also employed the services of the APA Division of Consultant Services in our review and received an outstanding review. We also are developing partnerships with four year colleges and universities in the state of Illinois. We will continue to compare the differing instructional modalities of our courses using a pre-test post-test design with standardized outcomes instruments for psychology such as the ETS exam for psychology. Additionally, we are exploring the development of new courses in line with the IAI and ICCB approved psychology courses.

**Principle Assessment Methods Used in Quality Assurance for this Discipline**

- X Standardized assessments
- Certification and licensure examination results
- X Writing samples
- X Portfolio evaluation
- X Course embedded questions
- X Study surveys
- X Analysis of enrollment, demographic and cost data
- X Other, please specify: \_We employed the APA Division of Consulting Services to review our program, and it was determined that we were fully in line with APA standards and objectives as well as the standards and objectives of the IAI and ICCB.

**Statewide Program Issues (if applicable)**

We are in the process of developing partnerships with other colleges and universities in the state, so that students can begin a psychology major at Harper College and have their psychology course credits transfer as psychology major courses in addition to the General Education courses for an Associate's degree.

**HARPER COLLEGE  
ACADEMIC DISCIPLINES  
SOCIOLOGY/ANTHROPOLOGY**

**ACADEMIC DISCIPLINE REVIEW REPORT TEMPLATE**

**SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2011**

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

|                        |                        |
|------------------------|------------------------|
| <b>Discipline Area</b> | Sociology/Anthropology |
|------------------------|------------------------|

**Improvements & Rationale for Action**

The combined Department of Anthropology/Sociology has hired a number of new full-time and adjunct faculty in Sociology, significantly strengthening the quality of instruction. The faculty have planned the development of a more elaborate sociology curriculum. Given the substantial enrollment increases in Sociology (see below) and the changing local and global demographics, new courses focused on Urban Issues/Problems, Globalization, Pop-Culture, are already in the offing and will fit nicely with the present curriculum and benefit transfer and vocational students, as well as support other Harper College programs. Anthropology continues to maintain a strong curriculum, including the addition of an "Honors Introduction to Anthropology " course, a course in Forensic Anthropology, and continues its long-term association with Midwest Archaeological Research Services by offering students unique opportunities to participate in Summer Archaeological Field School Workshop.

Student enrollment in Anthropology/Sociology is sound.

Anthropology: Over the last decade (Unduplicated Headcount) of 4.5% and "strong" enrollment increases in the most recent years.

Sociology: Over the last decade (Unduplicated Headcount) substantial increase of 59%. Additionally, the Department has greatly enhanced its facilities and support services with major renovations in buildings and infrastructure, improved technologies, state of the art hominid fossil collection and lab measuring

instruments, display cases, and well-maintained and up-to-date audio/visual/print materials. The Department is also actively engaged in Harper College's 2010-2015 Strategic Plan of "Building Community Through Student Success," is reevaluating and exploring possible improvements of the assessment instruments utilized in measuring Gen Ed outcomes in the Anthropology/Sociology curriculum, and has embarked on various effective marketing strategies, including our newly developed website, to promote our diverse Anthropology & Sociology programs.

Beyond the curriculum, the Department seeks support for a much-needed 2<sup>nd</sup> Social Science classroom/laboratory facility (particularly in Anthropology), and is strongly considering, (with administrative support) resuming the unique Anthropology/Educational Travel Tours as opportunities for real world experiences of cultural diversity and exchange.

Overall, the Anthropology/Sociology Program is financially sound and cost effective. Given the expertise of the Department faculty, in concert with administrative support, they are well positioned to meet future challenges.

### **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)**

NA

**HARPER COLLEGE  
STUDENT AND ACADEMIC SUPPORT SERVICES  
ACADEMIC ADVISING AND COUNSELING**

**STUDENT & ACADEMIC SUPPORT SERVICES REVIEW REPORT TEMPLATE**

**SUMMARY REPORT OF REVIEW RESULTS - STUDENT AND ACADEMIC SUPPORT SERVICES REVIEWED  
IN ACADEMIC YEAR 2011**

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

|                     |                                  |
|---------------------|----------------------------------|
| <b>Service Area</b> | Academic Advising and Counseling |
|---------------------|----------------------------------|

**Major Findings and Improvements/Modifications**

Several improvements have been made since the last review. The most significant include:

Achieved greater clarity regarding the academic advising and counseling organizational structure.

- In 2007 a new administrator position was created to oversee the Center for New Students and Orientation (CNSO). The Director of Academic Advising and Counseling retained responsibility for coordinating advising and counseling functions spanning several centers and adopted the role of Transfer Coordinator.
- An Advising Models Team was convened in 2008 by the Dean of Student Development to review best practices and suggest potential changes worthy of exploration (see below for related plans).

Increased College-wide awareness of academic advising and counseling services and their importance.

- There has been a 35% increase in students using Academic Advising and Counseling Center (AAC) services since the last review, vastly outpacing enrollment growth.
- Students' responses on the Community College Survey of Student Engagement indicating perceived importance, use, and satisfaction regarding advising services improved from 2006 to 2009, and 2009 ratings were higher than or comparable to benchmarks and ratings related to other Harper services.

Increased hours available for counseling.

- As a result of a formula funding approach utilized from 2004 to 2009, which allowed incremental staffing corresponding to enrollment growth, there has been a total increase of 106 adjunct (part-time) counselor hours, or the equivalent of 3 full time counselors, across all advising and counseling centers.
- Adopted a quick question/screening “trriage” advising approach to help meet demand. This greatly increased accessibility of counselors (907 students were served via this modality in 2010-11) and led to more appointments being available later in the term, reducing the wait for services by an average of 2 weeks.
- Expanded the use of group advising sessions during periods of peak demand, serving probation and Health Career students.

Maximized ability to provide services for Fast Track and limited enrollment programs.

- Assigned 2 adjunct counselors (1.2 FTE) to Fast Track, housed at the Harper Professional Center to allow maximal accessibility for students in the program.
- Regarding limited enrollment programs:
  - Provided counselor-reviewed degree audits to hundreds of students each fall and spring to facilitate the priority registration process.
  - Provided priority appointment slots at timely intervals.
  - Counselors participated in program orientations and information sessions and facilitated large and small group sessions on topics including stress management, academic success strategies, and advising issues.

Enhanced the effectiveness and efficiency of the Standards of Academic Performance (SOAP) system for students in academic distress.

- Implemented a new SOAP advising/counseling group format with greater capacity and follow-up by a second counselor, allowing students on academic probation to receive more needed individualized attention after group participation.
- Developed and implemented the Developmental Advocates program in which 5 peer mentors use a strengths-based approach to help fellow students nearing or appealing suspension to return to academic good standing.

Selected and utilized a new ERP system to enhance continuity and efficiency of student services.

- Implemented the SunGard Banner Student Information System, providing benefits such as greater self-service capabilities for students and more seamless, well-organized online advising and counseling resources via the My Advising tab of the student portal.
- Implemented the use of online advising notes, scanning documents and indexing (attaching) them to student records using document imaging.

Improved risk management practices.

- Developed forms and guidelines for personal counseling record keeping and related issues, uniform personal safety protocol used by all staff, and refined crisis intervention protocol.

Several future improvements are planned, including:

- In fall 2011, advising and counseling staff will participate in a pilot of Project Success, an early alert/case management system for first-semester at-risk students. All counselors will be expected to work closely and intrusively with students assigned to them after their instructors have identified them as at risk for academic difficulty.
- Possibly as early as 2012-13 but contingent on available facilities, will engage in organizational and/or physical restructuring expected to enhance efficiency and effectiveness of services, increase cohesion among the advising and counseling professionals, and make advising and counseling more visible/less confusing to students. Services may be merged or simply brought into closer proximity to one another. This will be a priority as plans are made for the construction of a Student Center, which tentatively will begin within the next 2 years.
- Possibly as early as 2012-13 but contingent on funding, will increase availability of advising and counseling services by either adding staff or shifting counselor and other staff responsibilities to maximize the provision of both advising and counseling.
- In 2011-12 and on an ongoing basis, will leverage technology to improve quality of and access to services. This will include enhancing the usefulness of the recently implemented online tutorial to guide students in course selection, registration and

payment, as well as providing online self-service degree audits for students and implementing an online success intervention for at-risk students. Online record keeping and appointment scheduling will be enhanced, ideally providing students with greater access to documents such as educational plans and self-service scheduling capability.

**Statewide Programmatic Issues (if applicable)**

N/A

**HARPER COLLEGE  
STUDENT AND ACADEMIC SUPPORT SERVICES  
ACCESS AND DISABILITY SERVICES**

**STUDENT & ACADEMIC SUPPORT SERVICES REVIEW REPORT TEMPLATE**

**SUMMARY REPORT OF REVIEW RESULTS - STUDENT AND ACADEMIC SUPPORT SERVICES REVIEWED  
IN ACADEMIC YEAR 2011**

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

|                     |                              |
|---------------------|------------------------------|
| <b>Service Area</b> | Access & Disability Services |
|---------------------|------------------------------|

**Major Findings and Improvements/Modifications**

|   |
|---|
| <p>During the last five-year cycle, improvements included:</p> <ul style="list-style-type: none"> <li>• Developed an online orientation to accommodations and an online interpreter request form, improving web based services.</li> <li>• Improved the delivery of note taking and test accommodations service, decreasing the time and procedures involved.</li> <li>• Worked on reducing time and procedures involved with new student processing.</li> <li>• Leveraged external resources to provide assistive technologies that improve access and student performance. <ul style="list-style-type: none"> <li>○ Directed over \$300,000 in private and corporate donor funds to improved access, assistive technology, and student scholarships.</li> <li>○ Gained a 34% increase in funding for deaf services from Department of Rehabilitation Services.</li> </ul> </li> <li>• Enhanced website accessibility through staff workshops and implementation of accessible technologies. Improved the office space and space for testing accommodations through a major renovation.</li> <li>• Trained four faculty as access liaisons through a grant project.</li> <li>• Developed two major academic intervention programs (ACES and Math with Supplemental Instruction) that have shown students with disabilities can achieve at or exceed their peers academically.</li> </ul> |
|---|

- Mitigated physical barriers to access across the campus, and added additional accessibility features above-and-beyond those required by the ADA Accessibility Guidelines.
- Decreased overall cost per student during the cycle while the number of students served significantly increased annually.

During the next five-year cycle, proposed improvements include:

- Facilitating institution-wide accessibility improvements to information technology resources and policies/procedures by 2014.
- Reducing the need for individualized accommodations by implementing principles of Universal Design that improve teaching and access for all students throughout the cycle.
- Working with Strategic Planning and Institutional Research to develop a standardized way of including disability as a demographic category for reporting and benchmarking purposes by 2015.
- Evaluating current academic interventions and scale-up as appropriate by 2014.
- Seeking external resources to improve availability of and access to accommodations throughout the cycle.
  - Continue collaborating with Harper College Foundation to seek fiscal resources.
  - Build collaborations and connections to external research and social service/support agencies to benefit students with disabilities.
- Updating office policy and procedure manual by 2012.
- Working with Human Resources to update policies, practices and compensations scales for interpreters and captionists by 2013.
- Working with Human Resources to develop a separate budget, managed by Human Resources, for employee accommodations by 2013.
- Examining mix of programs/services offered in light of increasing numbers and changing student demographics. Continuing to work with other key offices (i.e., Admissions, Center for New Students, Testing Center, Psychological Services, etc.) on improved ways to orient and provide on-going support to students with disabilities throughout cycle.

## **Statewide Programmatic Issues (if applicable)**

Statewide programmatic issues include:

- Significant increases in students with disabilities seeking disability services.
  - Nearly every postsecondary institution is seeing dramatic increases in the number of students with disabilities. For most colleges/universities, funding is not matching the extreme growth.
  - Emerging populations (students with intellectual disabilities, Veterans, Asperger's/Autism) are finding difficulty in accessing appropriate academic programs and accommodations.
- Need for increased guidance from State and Federal agencies.
  - Many colleges and universities are struggling to maintain compliance with legislation due to underprepared staff and limited support from agencies.
  - Coordination and resource sharing will be essential to assisting institutions to meet compliance standards.
- Must address the issue of secondary students with disabilities transitioning to postsecondary with inconsistent information about the nature of their disability, along with information about their strengths and weaknesses.
  - Consistent information provided on the SOP (Summary of Performance) document through coordinated planning of secondary and postsecondary educators.
  - State agencies: ISBE, ICCB and IBHE need to advocate for and support the development and provision of consistent information on the transition process, for use by parents and students.

**HARPER COLLEGE  
STUDENT AND ACADEMIC SUPPORT SERVICES  
LIBRARY SERVICES**

**STUDENT & ACADEMIC SUPPORT SERVICES REVIEW REPORT TEMPLATE**

**SUMMARY REPORT OF REVIEW RESULTS - STUDENT AND ACADEMIC SUPPORT SERVICES REVIEWED  
IN ACADEMIC YEAR 2011**

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

|                     |                  |
|---------------------|------------------|
| <b>Service Area</b> | Library Services |
|---------------------|------------------|

**Major Findings and Improvements/Modifications  
Improvements or Rationale for Action**

*The following improvements were made throughout the past five years in Library Services:*

1. Created a satellite library, the Northeast Center Reading Room (NEC127); due to popular demand, expanded weekly hours of operation from 16 to 36.
2. Conducted a survey to gauge the effectiveness of our library instruction program. Findings resulted in offering alternative methods of instruction including 15 minute sessions, multiple class visits and an increased outreach to developmental and first year experience students. Incorporated customized online Research Guides into library instruction sessions.
3. Continued to examine the print periodicals collection, transitioned to online subscriptions when possible, cancelled low-use serials and established individual retention schedules. Began preparation for the transition to RDA.
4. Established a "New Programs" materials budget line. Withdrew approximately 45,000 outdated and obsolete items; acquired thousands of ebooks and streaming videos. Amplified liaison efforts with faculty for participation in collection building, taught faculty workshops.

5. Utilized savings from serials cancellations to acquire 16 new discipline specific databases. Acquired four additional multimedia databases of licensed videos and music. Added an additional five computers, tables and chairs for Microsoft Office use. Increased the number of Library computers with MS Office from 16 to 39.
6. Amplified and coordinated Outreach & Programming initiatives to improve Library visibility on campus.
7. Started archival digitization and conservation projects; joined CARLI Digital Collections.
8. Moved to a new online library catalog interface called [VUfind](#). The Interface facilitates access to materials as well as the sharing of materials between the 76 I-Share member libraries.
9. Began organization of a short-term remodeling project for the first-floor Circulation Desk area to accommodate the needs of students seeking study space. The College created a new Master Plan where the Library is priority number three; the College recognizes the need for a library renovation.

### **Statewide Program Issues (if applicable)**

Illinois faces budgetary issues which are affecting library services statewide. FirstSearch databases that the state had previously provided to our patrons free of charge now cost hundreds of dollars to subscribe. Additionally, as recent as last year, Harper was a member of the North Suburban Library System (NSLS). NSLS was a consortium of over 650 academic, public, school, and special libraries in north suburban Cook, Kane, Lake and McHenry counties. NSLS was part of the statewide library system network and provides a wide array of services, including interlibrary loan document delivery and professional development and training opportunities. Moreover, it acted as communication hub for job postings, e-mail lists, and advocacy for member libraries. Unfortunately, due to a severe lack of funding, the only service NSLS is able to provide is van delivery. NSLS is working on a merger with four other Illinois library systems: the [Alliance Library System](#), the [DuPage Library System](#), the [Metropolitan Library System](#) and the [Prairie Area Library System](#). The target date for the merger to be completed is June 2011.

**HARPER COLLEGE  
STUDENT AND ACADEMIC SUPPORT SERVICES  
CENTER FOR MULTICULTURAL LEARNING**

**STUDENT & ACADEMIC SUPPORT SERVICES REVIEW REPORT TEMPLATE**

**SUMMARY REPORT OF REVIEW RESULTS - STUDENT AND ACADEMIC SUPPORT SERVICES REVIEWED  
IN ACADEMIC YEAR 2011**

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

|                     |  |
|---------------------|--|
| <b>Service Area</b> | Center for Multicultural Learning (CML) / Minority Student Transfer Center |
|---------------------|--|

**Major Findings and Improvements/Modifications**

**Improvements made since the last review:**

Increased access to underrepresented minority students

- Improved the referral system between the other Student Development centers to the CML.
- Increased outreach to the underrepresented minority student population in a more systematic fashion in order to increase the number of students of color seen in the CML through academic advising and counseling.
- By FY11, 72% of all students seen in the CML through academic advising and counseling were underrepresented minority students – the highest percentage since the creation of the Center (Fall 2002). The number of unduplicated students of color seen in the CML has increased by 107% since FY07 (n=1,379).
- Piloted a 'case management' program to outreach to academically at-risk first semester African American and Hispanic students who previously had not connected with College support services -reached a total of 602 students: all students in the cohort received a degree progress report from an assigned counselor in the Center for Multicultural Learning.

Expansion of retention programs

- Launched the REACH (Retention Efforts for Academic

Completion at Harper) Program in summer 2005. The REACH Summer Bridge Program was created in order to better transition under-prepared (3<sup>rd</sup> and 4<sup>th</sup> quartile in their graduating class), first generation students from high school to college and ultimately through completion (degree/certificate and/or transfer).

- Strengthened the REACH program by increasing the student cohort from 34 (2005) to 122 (2010) students – the program has grown by 259% since the 2005 cohort.
- Achieved strong fall to spring persistence measures. After peaking at 76% in 2009, the overall student fall to spring persistence rate at Harper has declined to 70%. The REACH 2010 cohort fall to spring persistence rate was 88%. All REACH cohorts have exceeded the College's 2009 peak of 76%.

#### Increased in prejudice reduction curriculum infusion programming

- Multicultural Faculty Fellows Program continues to offer training and research opportunity for faculty to become multicultural experts in their academic disciplines. 41 full-time faculty have been trained impacting the following academic programs: Economics, Philosophy, Astronomy, Math, English, ESL, Adult Education, Sociology, Theatre, Biology, Political Science, Geography, Spanish, Early Childhood Education, Radiology Technology, Psychology, and Art.
- Enhanced students' in-class learning experience by providing diversity curriculum infusion modules. On average, reach approximately 400 students through classroom presentations on LGBT and general diversity awareness. Infuse the following disciplines: PHI 115, PSY 107, DIV 101, HMS 101, RDG 099, and PED (207, 228).
- Revamped the Multicultural Student Leadership Retreat giving students the opportunity to build coalitions among multicultural organizations as well as build leadership skills through a low-ropes course.

#### Increased outreach to multicultural student clubs associated with CML

- Fostered relationship with clubs by assigning counselors to advise the clubs, attending club meetings and events and meeting monthly with the executive boards to plan club meetings and recruitment of new members. Reach an

average of 2,500 students each year.

- Offered general advising and academic success sessions to each multicultural club in the Multicultural Drop-in Center.
- Created leadership opportunities for student leaders to manage the Multicultural Drop-in Center.
- Developed the Multicultural Advisory Group, an executive council composed of executive board members from each club.

**Quality improvements recommended as a result of the review:**

Examine the mission of the Center for Multicultural Learning in respect to new College initiatives (i.e., student success agenda, internationalization proposal, enhanced teaching and learning center).

- By 2013, determine if the College supports creating two separate but unified Centers: Center for Minority Retention and Center for Multicultural Learning and Equity in Education (CMLEE).
- The proposed Center for Minority Retention would provide the standard counseling and support services provided in the Student Development academic advising and counseling centers, but would also offer the following unique services:
  - Retention programs like REACH Summer Bridge
  - A mentoring and college orientation program
  - Academic Success Programs like an early alert system and success contracts for all at-risk minority students
- The proposed Center for Multicultural Learning and Equity in Education would provide access to Harper faculty, staff, and students to a variety of educational opportunities that will raise awareness on multicultural/social justice issues. With multicultural teaching and learning at the core of this Center's mission, more time and resources will be devoted to educating the entire campus on issues that need to be addressed in order to transform the Campus community.

By 2013 consider realigning certain key functions of the CML in order to better address retention and academic success of students of color. Specifically assess the impact of and make recommendations about:

- Shifting institutional multicultural programming and the multicultural clubs attached to the CML to Student Activities.
- Relocating the Study Abroad academic advising function currently housed in the CML to align with the College's broader internationalization proposal.
- Repositioning the Multicultural Faculty Fellows Program to be within an enhanced teaching and learning center focused on the professional development of faculty.

**Statewide Programmatic Issues (if applicable)**

N/A

**Part B**  
**Best Practices**

+++++

**BEST PRACTICES REPORT TEMPLATE**

**BEST PRACTICES AND INNOVATIONS (SELECTED PROGRAMS) 2011**

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**

Strategic Plan

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

College wide

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

William Rainey Harper College has engaged in a broad, collaborative community-based strategic planning process to become a national model for 21st century community colleges. The theme of *Building Community Through Student Success* was launched at the August 2009 All Employee Meeting and is the focus of the strategic planning effort. The College effectively used the governance processes, especially the Institutional Planning Committee and College Assembly, to assure campus wide buy-in for the directions that have emerged.

**What are the results / measurable outcomes?****Strategic Planning Monitoring Process**

Quarterly meetings will be held with Strategic Direction Champions and the Goal Leaders to report on outcomes, problem solve and review resource allocations. Each Goal Team and Strategy Team will complete an Action Plan and an Evaluation Plan. The plans will be approved before resources are made available. The decision to continue intervention strategies or to scale them up will be based on the result of the efforts as documented in the Evaluation Plan.

**The Action Plan:**

- Identifies the specific steps that will be taken to achieve the initiatives by the strategy team – where the rubber meets the road.
- Is geared toward operations, procedures, and processes.
- Describe who does what, when it will be completed, and how the organization knows when steps are completed.
- Includes defined objectives, for success measures which will be evaluated at the end of the intervention.

**The Evaluation Plan:**

- Identifies intended outcomes
- Sets measures and targets for those outcomes
- Provides a reporting mechanism to close the loop on the initiatives outcomes
- Is evaluated to see if an initiative should continue, be scaled up or if another strategy should be found.

**Contact Information**

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**Part C**  
**Results from Prior Reviews**

**HARPER COLLEGE  
RESULTS FROM PRIOR PROGRAM REVIEWS  
ARCHITECTURAL STUDIES**

Results from Prior Program Reviews Report Template

**SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FY 2011 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES**

Please share with us any changes made in your program over the past year related to your prior program review. **This report is only for programs that are not completing reviews THIS YEAR (FY2011) (those who's final report is due by June 2011 and ICCB program review report due at that same time).**

|                      |                       |
|----------------------|-----------------------|
| <b>Program Title</b> | Architectural Studies |
|----------------------|-----------------------|

**Action**

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

**Improvements or Rationale for Action**

|  |
|--|
| <p>1. Develop a Construction Management program</p> <p>Due to the current economic slowdown, it was decided to instead incorporate the Construction Management courses in to the existing Architectural Studies program. This could be used as a third option along with our Design and Technology options to achieve the AAS.</p> <p>2. Further develop transfer agreements with area schools, possibly additional 2+2 agreements.<br/>See #3 below.</p> <p>3. Re-evaluate recent program changes to examine the efficiency of the new courses and make adjustments as necessary.</p> <p>Upon review of our courses for articulation to the university level, we have found a reluctance to accept our courses used for</p> |
|--|

first year design, ART 110 and ART 121. Due to this issue, we have decided to instead include first and second semester design courses in the first year for all students. This will hopefully satisfy the transfer schools and also give all of our students a taste of design to encourage them to take our Design option. Work on these new courses and changes to the curriculum are in progress.

4. Continue to work with faculty in G & H building and with the Architect's to resolve all space issues in the remodeling of the existing buildings.

This ongoing process continues to proceed as drawing changes are made.

#### **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
- X Other, please specify - Drawing Sets

**HARPER COLLEGE  
RESULTS FROM PRIOR PROGRAM REVIEWS  
ADULT EDUCATIONAL DEVELOPMENT**

**Results from Prior Program Reviews Report Template**

**SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FY 2011 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES**

Please share with us any changes made in your program over the past year related to your prior program review. **This report is only for programs that are not completing reviews THIS YEAR (FY2011) (those who's final report is due by June 2011 and ICCB program review report due at that same time).**

|                      |                                     |
|----------------------|-------------------------------------|
| <b>Program Title</b> | Adult Educational Development (AED) |
|----------------------|-------------------------------------|

**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.  
 Established criteria for NNL students to transition to ABE/GED classes and identified cut-off scores on the CASAS Test of 235 for transition.

Developed and implemented a Bridge to Healthcare program for ABE/GED students to transition to CNA, Phlebotomy, Medical Office Administration, and EMT.

Established a partnership with CIS faculty to offer a Learning Community consisting of CAS 160 and AED 065 for ABE/GED at the Palatine Opportunity Center in Fall, 2011 through Resource for Excellence Grant.

Implemented an AED tutoring program with funds provided by the Student Success Grant. Continuation is dependent on budget approval for 2011/2012 academic year. This is the first time paid

tutors have been part of AED program.

Goal C.

Established a Blackboard site for AED faculty to share information, activities, resources, and links.

Increased use of technology at Harper College Rolling Meadows with the addition of two LED projectors and a document camera.

Goal D.

In August 2010, provided professional development activities for faculty and staff. Topics included Orientation to Blackboard, and Instructional Strategies. Expanded national conference attendance to adjuncts, and provided stipends for mandatory ICCB-AEFL professional development.

Goal E.

Collaborated with AELS Dean and School District #54 to explore viability of offering AED classes at the Hoffman Estates Police Department Community Site.

AED faculty and staff collaborated with the Harper Library and RFL to establish a Reading Room for students at NEC.

**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 ICCB/AEFL student data reporting system information

**HARPER COLLEGE  
RESULTS FROM PRIOR PROGRAM REVIEWS  
DEPARTMENT OF ACADEMIC SUCCESS**

**Results from Prior Program Reviews Report Template**

**SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FY 2011 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES**

Please share with us any changes made in your program over the past year related to your prior program review. ***This report is only for programs that are not completing reviews THIS YEAR (FY2011) (those who's final report is due by June 2011 and ICCB program review report due at that same time).***

|                      |                                |
|----------------------|--------------------------------|
| <b>Program Title</b> | Department of Academic Success |
|----------------------|--------------------------------|

**Action**

Continued with minor improvements

- Significantly modified
- Discontinued
- Placed on inactive status
- Scheduled for further review
- Other, please specify: \_\_\_\_\_ See Below\_\_\_\_\_

**Improvements or Rationale for Action**

|             |   |
|-------------|---|
| English 098 | Continued with minor improvements   |
| RDG 090     | Significantly modified<br>Data showed that Reading 090 was among the courses that showed a less than 50% pass rate at Harper. In response to the data, Reading 090 was significantly modified. A new textbook that focused on motivation and reading in context was created and implemented. We also incorporated the use of peer tutors for our lowest level students. The peer tutors were embedded in the RDG 090 classes and were available to meet outside of class. |
| RDG 099     | Continued with minor improvements   |

PSY 106

Significantly modified

During the fall of 2010, an HTML version of the textbook will be available for students. This format will be specifically designed to be accessible to students with disabilities. Faculty who teach PSY 106 will also transition from using strictly PowerPoint to utilizing Soft Chalk which is also accessible. Also, data has shown that college level students have been benefiting from the PSY 106 class, but developmental students had not shown as much success in their subsequent classes. To meet the needs of all students, changes in the textbook for the fall are anticipated.

**Principle Assessment Methods Used in Quality Assurance for this Program**

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

**HARPER COLLEGE  
RESULTS FROM PRIOR PROGRAM REVIEWS  
ELECTRONIC TECHNOLOGY**

**Results from Prior Program Reviews Report Template**

**SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FY 2011 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES**

Please share with us any changes made in your program over the past year related to your prior program review. **This report is only for programs that are not completing reviews THIS YEAR (FY2011) (those who's final report is due by June 2011 and ICCB program review report due at that same time).**

|                      |                       |
|----------------------|-----------------------|
| <b>Program Title</b> | Electronic Technology |
|----------------------|-----------------------|

**Action**

XX Continued with minor improvements

- Significantly modified
- Discontinued
- Placed on inactive status
- Scheduled for further review
- Other, please specify: \_\_\_\_\_

**Improvements or Rationale for Action**

**Program Status** for the **2011 Academic Year** follows:

- 1) **Enrollment:** Is up 10 - 20% from previous year. Significant interest continues in Industrial Electronics certificate programs and emerging interest is building rapidly in our recently introduced Alternative Electrical Energy certificate program.
- 2) **Curriculum:** Our AAS degree and all certificate programs are current and relevant per our industry Advisory Committee input. Future curriculum expansion under consideration may include follow-on solar and wind power courses, and potentially the addition of a Biomedical Electronics certificate.
- 3) **Facilities:** All Electronics Labs were collocated in the new Avante Center during summer 2010. Moving the remaining two (2) labs from H-to-Y-Building greatly improved departmental productivity, student convenience and overall

public perception of our program.

- 4) **Equipment:** We were awarded a \$63K Illinois Clean Energy Grant and funds were used to procure state-of-the-art solar and wind power generation laboratory equipment. Additionally, we upgraded all existing industrial electronics laboratory trainers to contemporary standards. Next year, we are planning to significantly expand our industrial and wireless electronics equipment base with the addition of variable frequency drive trainers and a high frequency radio tower/antenna system respectively.
- 5) **Advisory Committee:** Was expanded from 10 to 15 members. Most notable additions were the inclusion of Applied Technology instructors from H. S. Districts 211, 214 and 220. This was done largely to facilitate Project-Lead-The-Way (PLTW) which will in turn provide additional incremental enrollment for Harper College.
- 6) **Adjunct Faculty:** Two additional adjunct instructors were added during the past year to teach solar power generation and advanced digital electronics courses. Future part-time instructor additions are likely based on increasing enrollment trends.
- 7) **Future Grants & Donations:** We are currently working with our Development Office to secure a \$100K grant over two years from Schneider Electric/Square D sometime this summer. Funds from this potential donor are earmarked for Industrial Electronics and Alternative Electrical Energy program expansion.

### 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  
ELECTRONIC TECHNOLOGY**

**Results from Prior Program Reviews Report Template**

**SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FY 2011 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES**

Please share with us any changes made in your program over the past year related to your prior program review. **This report is only for programs that are not completing reviews THIS YEAR (FY2011) (those who's final report is due by June 2011 and ICCB program review report due at that same time).**

|                      |             |
|----------------------|-------------|
| <b>Program Title</b> | Engineering |
|----------------------|-------------|

**Action**

XX Continued with minor improvements

- Significantly modified  
 Discontinued  
 Placed on inactive status  
 Scheduled for further review  
 Other, please specify: \_\_\_\_\_

**Improvements or Rationale for Action**

The engineering program is experiencing significant growth. David Lavan was hired to enervate the courses and establish greater connections between the students, industry, and transfer institutions.

At this time, additional sections of statics and graphics have been added to the schedule. Mechanics of materials has had enough interest to be offered for the first time in several years. Sections in statics and mechanics of materials will be filled in summer 2011. This is the first time that summer courses have been offered in engineering.

Several guest speakers, brought in to connect the students with industry, have been well received by the students prompting a greater interest in internships and volunteerism. Student teams have also participated in the local community college catapult contest.

Following a visit by an advisor from the College of Engineering at UIUC, much stronger connections have been established to aid in student success in transferring. Additionally, new relationships with the local high school districts offering the "Project Lead the Way" curriculum have been developed. It is anticipated that both of these will provide support for students as they negotiate their way to becoming professional engineers.

Projects under consideration for the immediate future are the re-establishment of the EGR100: Introduction to Engineering course as a survey of engineering professions and the re-introduction of at least one of the electrical circuit courses. It is anticipated that the program will require the addition of at least one full-time faculty member and several adjunct faculty to meet program demands.

**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
- XX Analysis of enrollment, demographic and cost data
- XX Other, please specify: student success (including completion and transfer success), project completion, community interest, outreach events

**HARPER COLLEGE**  
**RESULTS FROM PRIOR PROGRAM REVIEWS**  
**Management, Supply Chain Management, Financial Services Management, Small**  
**Business Management**

**Results from Prior Program Reviews Report Template**

**SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FY 2011 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES**

Please share with us any changes made in your program over the past year related to your prior program review. **This report is only for programs that are not completing reviews THIS YEAR (FY2011) (those who's final report is due by June 2011 and ICCB program review report due at that same time).**

|                      |   |
|----------------------|---|
| <b>Program Title</b> | Management, Supply Chain Management, Financial Services Management, Small Business Management |
|----------------------|---|

**Action**

X Continued with minor improvements

- Significantly modified  
 Discontinued  
 Placed on inactive status  
 Scheduled for further review  
 Other, please specify: \_\_\_\_\_

**Improvements or Rationale for Action**

The Management Department has made several improvements and innovations during the year that addressed student and institutional goals.

An analysis of course offerings highlighted a need to provide additional courses to meet student demand for flexible course offerings. As a result, we have added additional courses in a variety of delivery modes. Six additional web-based courses were offered; courses were offered on Friday, and more blended/late start courses were offered. Students were given more choices in the length and mode in which classes were completed. As a result, overall department enrollment increased

The curriculum was reviewed and the following new courses have been added for Fall 2011: MGT111-H01 (honors); MGT111-L01 (Learning Community), and MGT111-L02 (Learning Community,

Spring 2012). These three courses reflect the need to provide additional learning opportunities that meet the diverse learning styles of Harper students. We will continue to use research data, surveys and input from students, advisory committees and faculty to evaluate the need for additional courses and programs.

The coordinators for Management met extensively with the Fast Track program staff during the past academic year. The result was the creation of several new certificate programs, including Human Resources, Supply Chain Management and Advanced Management. Both coordinators also served on an ad hoc sub-committee of the Faculty Senate that met with Fast Track administration to express some concerns. As a result, the Fast Track program will be standardized to six and twelve week formats.

An assessment of the Supply Chain Management program was undertaken due to declining enrollment. Meetings with all adjunct instructors and with several students were conducted. The first course revision, in SCM 281, was successfully presented to the Curriculum Committee. As noted above, a certificate in SCM was added to the Fast Track program and the first cohort was enrolled.

Outreach was conducted with two supply chain associations, the ISM (Institute for Supply Management) and the APICS (The Association for Operations Management). Additional efforts to improve enrollment and to assess the viability of the program will continue.

The Management Advisory Committee was revitalized with significant changes in membership during Fall 2010 and a combined meeting in Spring 2011 with the Marketing Committee. This meeting was used to address proposed changes in the degree program for Management.

Due to the economic down turn and the shift in career opportunities, several programs/courses in the Real Estate and Financial Services courses were removed from the Management curriculum and transitioned to Continuing Education. The Management Department recorded a Quality Assurance Report to the Accreditation Council for Business Schools to reflect changes in Management programs (January 2009 to the present).

Program Assessment has been implemented to measure course

quality and student success. Evaluation of program outcomes, in addition to course outcomes will provide additional information on areas where program modification can improve quality. The Management Co-Coordinator received recognition awards for the work completed in the area of General (institutional) and Program (course) specific outcome measures.

**Principle Assessment Methods Used in Quality Assurance for this Program**

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

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

**Results from Prior Program Reviews Report Template**

**SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FY 2011 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES**

Please share with us any changes made in your program over the past year related to your prior program review. **This report is only for programs that are not completing reviews THIS YEAR (FY2011) (those who's final report is due by June 2011 and ICCB program review report due at that same time).**

|                      |   |
|----------------------|---|
| <b>Program Title</b> | Physical Sciences (including astronomy, geology, physical science, and physics) |
|----------------------|---|

**Action**

XX Continued with minor improvements

- Significantly modified  
 Discontinued  
 Placed on inactive status  
 Scheduled for further review  
 Other, please specify: \_\_\_\_\_

**Improvements or Rationale for Action**

The Department of Physical Sciences continues to thrive and grow. Classes are in high demand and fill quickly. Based on trends in enrollment and regional demographics, this is expected to continue.

In the original action plan, the Department determined that it would require two additional full-time faculty members and an increase in the adjunct faculty pool. Since the plan was submitted, the Department has reassessed these needs and will require the addition of 3 full-time faculty, one of which (Kevin Cole, physical science) has already been hired. At this time, the Department has an immediate need for an additional geology faculty member and there is anticipated need for an additional physics faculty member. Adjuncts continue to be needed in all programs, with the greatest need in astronomy.

Work continues in the astronomy program to develop curricula,

assess student success, and better utilize the Henize Observatory. Honors astronomy has been updated and is being taught in Spring 2011 by Dr. Bhasker Moorthy. Dr. Moorthy is also collaborating with a faculty member in the English department to offer a learning community between English 101 and Astronomy 100. Attempts were made to offer the courses in Fall 2010, but registration problems and low enrollment led to cancellation. The courses will again be offered in Fall 2011. Because of this, anticipated modification of AST115 to a blended format has been postponed to Spring 2012, although AST112 is available in this delivery format. The program has also benefitted from a grant completed by Dr. Moorthy examining the use of a standardized assessment tool to determine if students are successful in meeting the learning outcomes for astronomy courses.

The Henize Observatory is being better utilized by faculty and students, though program changes are anticipated due to the resignation of the Observatory Manager. The program views this as an opportunity to further expand use of the observatory. One area in which efforts will be made is in the use of the observatory by students, perhaps for research. The Department has obtained a digital astronomy camera and appropriate filters to do better imaging. AST150, the observational techniques class, has been scheduled for Fall 2011.

The Department (the astronomy program in particular) has been very active in expressing the need for a planetarium on campus. A proposal for a stand-alone facility was submitted as a part of the original program review. With the master planning efforts at the college, it is anticipated that a renovation of the science spaces on campus will include a planetarium in room Z102. This round lecture hall now houses biology; however, its size and shape make it an ideal space to house a planetarium. The Department is currently investigating funding options to move the project forward.

Work in curriculum changes and assessment in geology has been stalled due to unexpectedly high demand for these courses. While student course outcomes have been written for the two current geology course offerings, no standardized assessment tool has yet been acquired. Several new or revised geology courses are anticipated for the calendar year 2012 including a non-laboratory survey course on rocks and minerals.

No major changes have been made, nor are any anticipated, in the physical science and physics programs. Departmental efforts have been focused on student engagement and success. The FCI, CSE, and CSM have been investigated as assessment instruments in physics. We have determined that only the FCI will continue to be given to assess student learning on the topic of forces. Following an analysis of the test results, the program has elected to change textbooks for both algebra- and calculus-based physics to those with a greater emphasis on physics education research supported approaches. Additionally, greater emphasis has been placed on using web-based textbook supplements to improve student learning. Continued analysis is needed to determine the efficacy of the changes.

With regard to Departmental facilities, Z127 has been converted into a multipurpose space outfitted to serve as an adjunct faculty office and conference room. A portion of the room has been sectioned off to serve as storage and an area behind the windows has been utilized as a display area. Room Z110 has been converted to a shared office space for the laboratory technicians, freeing Z107 as a full-time faculty office. New cabinetry has been ordered to replace the 7 worst cabinets located in the storage island in room Z132. The rest will be repaired.

### **Principle Assessment Methods Used in Quality Assurance for this Program**

XX Standardized assessments

- Certification and licensure examination results
- Writing samples
- Portfolio evaluation
- Course embedded questions
- Study surveys

XX Analysis of enrollment, demographic and cost data

XX Other, please specify: student success (including completion and transfer success), project completion, community interest, outreach events

**Part D**  
**Program Review Schedule**

| Program Review Schedule |   |   |   |   |   |
|-------------------------|---|---|---|---|---|
|                         | B   | C   | D   | E   | A   |
|                         | 2011-2012                                       | 2012-2013   | 2013-2014                                     | 2014-2015   | 2015-2016   |
|                         | FY12  | FY13  | FY14  | FY15  | FY16  |
| Across Divisions        | Written and Oral Communication                  | Mathematics   | Physical and Life Sciences                    | Humanities and Fine Arts  | Social and Behavioral Sciences  |
| Across Divisions        | General Education                               | Adult Ed and ESL  | Remedial and Developmental                    | Vocational Skills   | Transfer Functions and programs (AAA, AS, AAT, AFA, AES, AGS)   |
| AELS                    |   | AED<br>ESL/LINGUISTICS<br>INTER. STUDENTS<br>OFFC   | READING COMMUNICATIONS<br><br>LEARNING SKILLS |   |   |
| BUS/SS                  | CIS<br>PARALEGAL<br>STUDIES                     | MGT/SCM   | ACCOUNTING<br><br>FINANCIAL SERVICES          | MARKETING/MCM<br><br>HOSPITALITY  | ECONOMICS<br><br>HST/PSC<br>PSYCHOLOGY<br>SOC/ANT<br>GEOGRAPHY<br>EDUCATION<br><br>EARLY CHILDHOOD ED |
| CE                      |   |   | CONTINUING EDUCATION<br>EXT SERVICES          |   |   |
| CTP                     | ELECTRONICS<br>GRAPHIC ART<br>LAW ENF & JUSTICE | BLDG CODES<br>EMG<br>FIRE SCIENCE<br>MAINT. TECH  | ATE and IND<br>REFRIG AIR COND                | FASHION DESGN   |   |
| HC                      |   | CARDIAC TECH<br>D M SONOGRAPHY<br>DENTAL HYGIENE<br>DIETETIC TECH<br>EMS<br>MOA<br>RAD TECH | PHLEBOTOMY TECH                               | NURSING and CNA   |   |
| LIB ARTS                | SPEECH/THEATER<br>ENG/LITERATURE                |   |   | ART/FINE ART<br>HUMANITIES<br>MUSIC<br>PHILOSOPHY<br>SGN/ITP<br>WORLD LANGUAGES |   |

| Program Review Schedule Continued |  |  |   |               |   |
|-----------------------------------|--|--|---|---------------|---|
|                                   | B  | C  | D   | E             | A   |
|                                   | 2011-2012  | 2012-2013  | 2013-2014   | 2014-2015     | 2015-2016   |
|                                   | FY12   | FY13   | FY14  | FY15          | FY16  |
| <b>MS</b>                         |  | MATH/MTH LAB/CSC   | BIOLOGY<br>CHEMISTRY<br>PHY SCIENCES<br>ENGINEERING   |               |   |
| <b>RFL</b>                        |  | CII  | TUTORING CENTER<br>WRITING CENTER<br>SUCCESS SERVICES |               | LIBRARY   |
| <b>Student Affairs</b>            | Student Activities,<br>Recreation Room and<br>Theater/BoxOffice<br>Athletics<br>Health |  |   |               | PED   |
| <b>Student Support Services</b>   | Psychological Services   |  | Career Center   |               | Multicultural Learning Center<br>Academic Advising<br>Access and Disability |
| <b>Enrollment Services</b>        | Center for New Students and Orientation  | Admissions/Recruiting<br>Admissions Processing<br>Registration and Records |   | Financial Aid |   |
| <b>VP Administration</b>          | Police Department<br>Business Services   |  |   |               |   |