

**Harper College
Program Review Report
August 2012 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
ELECTRONIC TECHNOLOGY**

**SUMMARY REPORT OF REVIEW RESULTS
CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2012**

Program Identification Information

6-digit CIP	
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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
150303	03	Associate in Applied Science Degree: Electronics Engineering Technology
470105	30	Advanced Industrial Electronics Certificate
150599	30	Alternative Electrical Energy Certificate
470101	30	Electronic Maintenance Certificate
470105	30	Electronics Certificate
470105	30	Industrial Electronics Maintenance Certificate
150303	30	Radio Frequency Identification (RFID) Electronics Certificate

Action

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

Improvements & Rationale for Action

<p><i>Description of Improvements since last Program Review:</i></p> <p>1) current and relevant curriculum was developed and introduced satisfying student and industry needs,</p> <p>2) modern classroom and laboratory facilities were expanded in the <i>Avante Center</i>,</p> <p>3) additional state-of-the-art laboratory equipment and instructional supplies were procured and commissioned,</p> <p>4) internship programs involving companies within the local community were greatly expanded,</p>

- 5) more industry and academic professionals were added to the Adjunct Faculty and Advisory Committee increasing their effectiveness, and
- 6) further technical and technical management certification and graduate level education was attained by the Program Coordinator.

Action Plan / Milestone Schedule for Future Improvements:

<u>TASK</u>	<u>ACTION</u>	<u>RESPONSIBILITY</u>	<u>DATE</u>	
1	Develop and issue Program Review.	G. W. Hoeltje	6/1/12	ELT
2	Change <i>Advanced Industrial Electronics Maintenance Certificate</i> name to <i>Mechatronics Certificate</i> & obtain Curriculum Committee approval for Fall 2013 catalog.	G. W. Hoeltje	12/1/12	
3	Revise appropriate program marketing information (print & Web based) to reflect certificate name change in item 2 above.	G. W. Hoeltje / Marketing Dept.	5/1/13	
4	Convert shared Y120 classroom to dedicated ELT lab to accommodate expansion of Industrial Electronics instruction.	G. W. Hoeltje / CP Division Dean / Facilities Dept.	8/1/14	
5	Investigate need for Biomedical Electronics Certificate.	G. W. Hoeltje / Advisory Committee / CP Division Dean	12/1/15	
6	Replace obsolete or worn out capital equipment & purchase additional Planned Capital Assets Summary lab equipment to support expansion of existing or introduction of new programs as required.	G. W. Hoeltje / CP Division Dean / Purchasing Dept.	On-Going	

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: **Student & Employer Feedback**

Statewide Program Issues (if applicable)

Not Applicable

**HARPER COLLEGE
CAREER AND TECHNICAL EDUCATION PROGRAMS
EVENT MANAGEMENT**

**SUMMARY REPORT OF REVIEW RESULTS - STUDENT AFFAIRS
REVIEWED IN ACADEMIC YEAR 2012**

Service Area	Event Management Department
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**Major Findings and Improvements/Modifications
Improvements or Rationale for Action**

Ticket sales have increased by 20% during the last five years with a total of 22,332 tickets sold. The income for these sales increased by \$33,199 with total sales reaching \$234,572.

Our department supported 407 events in FY11, 124 more events than five years ago. While we have watched a steady increase in these areas of our operation, we are reaching a plateau in the number of events occurring due to space, staffing and time limitations. However, we anticipate that audience numbers and ticket gate receipts will continue to increase. This increase is expected as we expect the audience size per performance to continue to grow.

During the past five years we have seen an increase in student attendance at Cultural Arts events as well as increased interest from community members that do not attend Harper for classes. Student participation increases can be tied to an increase in participation by faculty in support of the programming as well as an effort to offer more programming at little or no cost to our students. These low and no cost offerings have been made available through Student Activities funding of the Cultural Arts Committee to encourage attendance by our students to culturally relevant programming.

During FY06 the department operated Box Office and ID Card Office services for a total of 1,872 service hours. During FY11 we provided 2,929 service hours for these two services. This represents a 56% increase in service hours for our constituents in five years. These increased hours are in response to the needs of our students as well as requests by other departments on campus. Our current staffing levels have remained constant during the past five years. With the rate of growth we have seen during that time we have managed to continue to provide adequate service by increasing the hours our part-time staff work. Further increases in our service hours will require additional staff, both full and part-time, to maintain a high quality of customer care.

**HARPER COLLEGE
CAREER AND TECHNICAL EDUCATION PROGRAMS
GRAPHIC ARTS TECHNOLOGY**

**SUMMARY REPORT OF REVIEW RESULTS
CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2012**

Program Identification Information

6-digit CIP	
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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
100305	03	Associate in Applied Science Degree: Graphic Arts Technology
100305	30	Graphic Arts
100305	30	Fashion Graphic Arts Certificate
100305	20	Graphic Arts Design
100305	20	Graphic Arts Web Design
100303	20	Graphic Arts Variable Data
100303	20	Graphic Arts Desktop Publishing
500406	30	Graphic Arts Digital Photography

Action

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

Improvements & Rationale for Action

Since the beginning of the program, January 2005, curriculum has been reviewed, developed and revamped per industry needs and relevance. This has been done through close communication with industry advisors and the state of the Graphic Arts industry in general. Overall general education needs have been interlaced within graphic arts curriculum creating a strong, well rounded, student for this communication industry. Degree and certificates are added as necessary to mimic the needs of the Graphic Arts profession.

The Program's facilities have grown from 1 classroom with Windows based computers and a laser printer to a state of the art, Mac and PC upgraded platform as well as equipment and materials, 3 digital classrooms, 3 fully equipped and staffed lab environments, to replicated industry workflows and offer students professional portfolio projects for their employment and 4 year endeavors. Enrollment growth has been impressive each fiscal year and classroom space has been accommodating this growth. The program finds itself currently in need of more

computer and classroom space and is proposing this 2012-2013, to keep enrollment gains strong.

Industry Adjunct Faculty is under a constant search to maintain high quality and authentic instructors and to offer their experience to the students.

Articulation agreements with 4 year Colleges and Universities are continually being added to the existing repertoire of schools that the Graphic Arts Program has current contracts with.

High School events are coordinated by the Graphic Arts Program instructors and coordinator to promote awareness of Harper College's graphics capabilities and 4-year/industry expectations and opportunities.

Job boards and current department websites are maintained and are prosperous with job and internship opportunities for current Graphic Arts Students and graduates of the program. These 'entry-level' positions are the result of the programs networking capabilities with industry advisors and local companies.

As the Program is continually assessed, improvements and alterations are proposed constantly.

Assessments and outcomes are a valuable measure to the Graphic Arts Program. Course objectives and goals are measured, documented and improved upon through feedback processes such as student opinionaires, end surveys, and communication between instructors and the coordinator. Program outcomes are derived from student course work in several industry level courses that are important to a student's success, value as an entry-level employee and to the program's growth itself. Outcomes are constantly assessed as to their value and additional measures are put in place as needed.

An action plan has been created from this program review and assessment of the program's growth over the last several years. It is a summary of actions for continual program improvement. This plan has evolved from student learning assessment, self-study research and trends within the program.

Strategic Plan/Timeline Schedule for the Graphic Arts Technology Program 5 year plan				
Priority Task	Action	Possible Costs (if known)	Planned Date	Completion Actual date
1	Develop and complete Graphic Arts Technology Program Review	\$500 (consult)	1.12.12	
2	Propose and secure full time employment for Lab-Tech position	35/yr	2.12.12	
3	Prepare for new curriculum to be instituted in Fall 2012 after ICCB Approval	\$0	3.12.12	
4	Acquire Packaging Wide Format Printer	\$5,000	7.12.12	
5	Acquire Packaging/Artworks Software/hrdwr	\$9,500	7.12.12	
6	Prep/create an online GRA cert, course by course (102 complete,103,112 Next)	Misc. Stipend	8.12.12	
7	Plan new classroom/Mac and PC	\$80,000	8.12.13	
8	Photo studio/space to set up equipment for courses	space	8.12.13	
9	Create High School pathways to Harper GRA	Misc. Stipend	8.12.13	
10	Create industry Network for GRA entry-level/Internship	Misc. Stipend	8.13.13	
11	Create Digital/Social Media Path with Sftwr/Hardware/Expand pressroom	\$?	2014	
12	Create Flexo Path with Hardware/Expand pressroom	\$?	2014-2015	
13	Expand online classes w/technology	Misc. Stipend	2014-2016	
14	Create web tools for surveying, enrollment, marketing	\$?	2014-2016	
15	Continue Online creation and faculty cultivation	Misc. Stipend	2016 +	
16	Hire second full time Faculty	\$50+	2016 +	

The Program is currently undergoing an accreditation that is not mandated by the state but recognized as a credential that is a respected graphics academic standard for post-secondary Graphic Arts degree curriculum. The ACCGC self-study will be completed in July of 2012 and audited for Accreditation soon after.

Principle Assessment Methods Used in Quality Assurance for this Program

- 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: Peer evaluations

Statewide Program Issues (if applicable)

Any Graphic Arts endeavor is challenging because of the expense of the program. It is constantly changing with application and hardware upgrades and needs, as well as standards that are constantly changing. Professional development and heavy skill based graphic knowledge is a must when searching for quality instructors. Authenticity and current industry employment is valuable as well when considering instructors. This constant change of industry digital and standard procedures causes pressure for community colleges to keep up with this high level of quality. Industry challenges and changes dictate curriculum changes (degree and certificate updates/creation) and coursework revamp. With the onset of the packaging industry boom, employment growth is predicted to be high considering the worldwide packaging industry revenues by 2013 will be greater than the growth rate of the global economy. A good example of the changing curriculum and degree and certificate renovation is with the addition of packaging course work. The graphic arts profession is diverse and encompasses many facets of employment from creative positions to heavy manufacturing. Career and technical graphic programs must incorporate as many of these facets as possible to give a student a well-rounded foundation to be successful in this industry.

**HARPER COLLEGE
CAREER AND TECHNICAL EDUCATION PROGRAMS
LAW ENFORCEMENT AND JUSTICE**

**SUMMARY REPORT OF REVIEW RESULTS
CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2012**

Program Identification Information

6-digit CIP	
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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
430107	03	Associate in Applied Science Degree: Law Enforcement and Justice
430106	03	Associate in Applied Science Degree: Forensic Science
430106	30	Forensic Science Technician Cert

Action

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

Improvements & Rationale for Action

New facilities in D building have allowed for greater marketing and a more visible presence on campus. In two years a return to state of the art facilities in H building will prompt even further expansion. The updating of articulation agreements and the addition of articulations in forensics expanded the horizons of transfer students. The addition of the previously suspended Internship Program has drawn great interest from students and over the last three years has drawn the interest of approximately 35 different agencies as partners, placing 8 to 12 interns each semester. An influx of non-traditional students coming to Harper to take advantage of Proficiency Credits and Fast Track cohorts have added to this growth. Also the partnership with Northern Illinois University who now offer a Bachelors of Science in Applied Management on Harper's campus has drawn a great deal of interest for traditional and non-traditional students alike.

Over the last three years we have also developed a proficiency program for non-traditional students who are working police officers and military police personnel hoping to obtain an AAS degree in law enforcement. This was a segment of the student population that has been greatly underserved. This process consisted of a portfolio review of training and experience that would allow for up to thirty credit hours to be awarded to select officers seeking a degree. To enhance the ability of these adult

students to complete their degree in a timely fashion the Fast Track office of Harper College in conjunction with the Law Enforcement and Fire Science programs developed a Fast Track program for Gen Ed requirements. The first class boasted a 30 person cohort made up of Police and Fire officers and was started in 2008. A second offering is planned for 2012 if sufficient interest is developed in the public safety community.

As stated in the last review, the curriculum for the Law Enforcement Program was completely revamped at the time of that review and was initiated in the Fall of 2007. During this time period a problem regarding prerequisites was addressed and many of them were dropped opening some courses up to students who were not sure if Law Enforcement was their path. In 2010 a course on: U.S. Courts was dropped after being canceled for consecutive semesters and an apparent lack of interest.

Since the last program review, Harper College has advanced their capabilities to include smart technology in every classroom on campus. The associated training was also made available to every faculty member and is ongoing. It is this technology alone that has greatly impacted teaching modalities. The coordinator no longer considers any text books unless they come with electronic or digital support, i.e. power point presentation shells for each lecture, digital test banks and digital instructor manuals. We are now introducing e-books and book rentals as an option in many courses. Also through library services a vast array of streaming videos and internet access are available in every room. The coordinator has expanded the number of instructional videos for each class that are now available. All these changes have been well received by the students and faculty.

Faculty offices are located near LEJ classrooms providing ready access to instructors. These additions were assessed based on student need and interest and the commitment of Harper administration to provide classroom technology of the most modern variety. Computers have been installed for student use. As usual, decision-making is never insular for the LEJ department; on the contrary, we always access views outside of the college, drawn from the law enforcement and criminal justice profession and community.

Since 2007 the LEJ program has had designated classroom space, first in H building and now in D building. In H building we had 4 classrooms, one of which was used as a forensics lab and a smaller room that we shared with the Fire Science program. At this time we progressively launched the forensics degree and certificate programs and in doing so we were funded to secure a great deal of forensics supplies and equipment. With the help of the Division Dean we also located some adequate storage space for the aforementioned supplies and equipment. For a short period we were able to use some temporary space in H building to set up crime scenes. We were also able to secure some display cases and wall art for a law enforcement theme in all of our spaces. American flags were ordered for display in each room. Several faculty members brought in equipment and memorabilia for the display cases.

With the temporary move to D building the Division Dean not only found us 3 classrooms for our programs, but secured a smaller room to share with Fire Science. We were then given the old Dental Lab space in D170 for a crime scene room and storage for forensics supplies and equipment. That room adjoins D172 a room we use as our forensics lab, a perfect match of form and function. Since the move we have been allowed to carry out many upgrades to the space and obtained a great deal of furnishings from the college and outside donations. The college Maintenance Program has contributed their time and efforts along with college maintenance staff.

While we are sustaining the program in D building the move back to H will be a defining

point for the program. We will have matching classroom space as we had previously and beside that we will have state of the art facilities in the form of a Forensics Lab that will be able to accommodate law enforcement training. This is a standard we have not yet reached. We will also have a new crime scene room designed for multiple crime scenes including fixtures such as a bathroom and kitchen. We will have our own Mat room/ classroom that will be totally insulated for sound. Noise is a problem in our current setting. We will have a garage with an overhead door for forensics processing of vehicles and a space we will share with other public safety functions.

We have also been provided with five new computers and software for drawing crime scene sketches and facial composites. In addition we have been able to purchase our own mats for defensive techniques.

The LEJ degree is geared toward police science. This degree path was developed to lead students to the police academy under the "Intern Act" as the final step in the process, giving the LEJ student "pre-employment certification" as a police officer.

In 2008 Harper College hosted the first Police Academy class at Harper and 10 candidates were removed from contention by the state training board. A class of approximately 30 police candidates successfully finished the academy and graduated. The reviews were very positive from both students and the faculty of the Suburban Law Enforcement Academy. Despite these reviews and the success of the academy the State Training Board would not approve any additional offerings forcing Harper College to drop the capstone course from the program and substituting it with additional electives. At that time the total hours of the program were also reduced to bring it more in line with other public safety programs at Harper. As to the positive aspect of switching the CRJ program to the LEJ program, more students will now be prepared for the entry level of policing.

Action Plan

1. Changes to the LEJ program have already begun and include the forensics as a niche for the LEJ programs that will distinguish us from all the other programs in Northern Illinois.
2. Courses are under constant review and those that have not drawn sufficient head counts have been deleted from the program and other contemporary courses are being considered i.e. report writing and criminal profiling.
3. Course assessments have already begun with standardized testing for Law Enforcement track and the Forensic Track. General Education Outcomes have been discussed with the Outcomes Assessment Office and are carried out on a regular basis.
4. At this time the faculty consist 3 full-time and 23 adjunct faculty. This ratio is out of balance and discussions have begun to consider adding another full time faculty member.
5. Most current faculty are full time practitioners of the topics they teach. However, there is a short coming in technical skills and equipment. In response to this we recently hosted software training on campus for faculty and local police departments. Also we recently sent 2 forensics faculty members to North Carolina in January of 2012 for a training event with a forensic vendor we are planning to partner with in the coming year to

- provide sorely needed training to local law enforcement agencies.
6. In the future we intend to run an additional hiring boot camp like the one we held in 2008. This prepares students for the job application process along with psychological testing and interviewing. As previously stated we hope to run additional fast track sessions for non-traditional students.
 7. Over the last two years the department chair has worked with the Division Dean and architects to develop Ed. specs for the remodeling of H building. In conjunction with the remodeling of H building ongoing discussions are being held regarding supplies and equipment for the new space expected to open in 2014-15.

Principle Assessment Methods Used in Quality Assurance for this Program

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

Statewide Program Issues (if applicable)

NA

**HARPER COLLEGE
ACADEMIC DISCIPLINES
COMPUTER INFORMATION**

**SUMMARY REPORT OF REVIEW RESULTS
CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2012**

Program Identification Information

6-digit CIP	XX.XXXX
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6-digit CIP XX.XXXX	Degree Type 03 – AAS 20 – Certs 30ch > 30 – Certs <30ch	Program Title
11.0401	03	Associate in Applied Science Degree: Computers in Business
52.1204	03	Associate in Applied Science Degree: Computer Forensics and Security
11.0201	03	Associate in Applied Science Degree: Software Development
11.0801	03	Associate in Applied Science Degree: Web Development
11.0801	20	Accessible Web Design and Compliance Certificate
11.0201	30	Computers in Business Certificate
11.0201	20	Business Software Specialist Certificate
11.1002	30	Linux Network Administration Certificate
11.1001	30	Microsoft Network Administration Certificate
11.0901	20	Cisco Network Administration Certificate
11.0901	20	Cisco Network Professional Certificate
52.1204	20	Computer Forensics Certificate
15.1202	20	Computer Support Technician Certificate
11.0201	20	Database Management Certificate
11.0901	20	Network Support Technician Certificate
11.1003	30	Network Security Certificate
11.0901	20	Networking Fundamentals Certificate
11.0201	20	Software Development Certificate
11.0801	30	Web Development Certificate
11.0801	30	Web Visual 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

The main focus of improvement in the Computer Information Systems program since the last program review has been in the area of program outcomes and assessments. The program participates in a regular process of assessing outcomes and modifying curriculum as needed. This is being done as a part of Harper College's ongoing efforts to improve student success. Additionally, the program has worked very diligently to make sure that it meets and remains current with industry trends and certifications.

Proposed action plan:

- Continue to change curriculum as needed
- Add full-time Networking instructor
- College digital literacy program should be implemented similar to diversity requirement (Gen. Ed.)

Employment projections for the next five years show that job opportunities will be increasingly available for graduates. Our program has shown growth in enrollment over the five-year period, and the job outlook is expected to increase over the next five years based on Bureau of Labor Statistics & Illinois Department of Employment Security projections.

We have several articulation agreements with universities for Computer Information Systems students, and most of our CIS courses are accepted by four-year institutions.

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: student projects _____

Statewide Program Issues (if applicable)

NA

**HARPER COLLEGE
ACADEMIC DISCIPLINES
ENGLISH AND LITERATURE**

SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2012

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

Discipline Area	English and Literature
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Improvements & Rationale for Action

Since the last program review, we have redefined the curricular goals of English 102 to bring our course into alignment with IAI Guidelines. Additionally, we have pursued multiple initiatives to close achievement gaps for developmental, minority, and male students. These initiatives are being piloted, with progress being made toward new policies.

We hope to have a new diagnostic testing method in place by 2013, and we intend to offer at least one means of accelerated entry into gatekeeping courses within the next three years.

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: A combination of the above as required by participation in the *Achieving the Dream* Initiative.

Statewide Program Issues (if applicable)

Not applicable at this time. However, we anticipate the need to work more closely with high schools as the Common Core comes online in state K-12 schools.

**HARPER COLLEGE
ACADEMIC DISCIPLINES
GENERAL EDUCATION**

**SUMMARY REPORT OF REVIEW RESULTS - CROSS-DISCIPLINARY PROGRAMS REVIEWED IN
ACADEMIC YEAR 2012**

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

Cross- Disciplinary Program	General Education
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Improvements or Rationale for Action

General education is reviewed as a program every five years. General education disciplines are reviewed every 5 years as academic departments. These academic program reviews take place during the year when all transfer degrees are reviewed. As a result of the discipline department program reviews, changes may be made to general education courses. Typically, these reviews result in the formation of new general education courses, modifications to current general education courses, changes in resources used for teaching, changes in methods of teaching, or improvement of assessment tools and processes. Changes are also made to general education courses to meet standards to maintain the IAI designation of a course being assessed in the 5-year IAI review of all general education courses.

Changes in General Education. In the past five years, nine new general education courses have been developed. There were five courses that were removed from General Education in the past five years. Four of these courses are no longer offered at Harper College and the fifth course, Microbiology, was identified as being outside the guidelines for general education science courses. Microbiology is typically a support course for the health sciences or for students pursuing medial degrees at four year institutions. Humanities 101 and 102 had title changes to better represent the time periods for each course. And Philosophy 215 and Math 202 were updated to better match the IAI requirements.

Changes 2008-2012					
AST 100	Astronomy Survey	P1906	300 S cr.	1/1/2008	
AST 112	The Solar System	P1906L	400 S cr.	1/1/2008	
AST 115	Stars and Galaxies	P1906L	400 S cr.	1/1/2008	
BIO 130	Microbiology	L1903L	4 Sem cr	5/1/1998	5/1/2012
BIO 151	Field Biology-Cape Cod	L1905L	4 Sem cr	5/1/1998	8/31/2008
BIO 152	Field Biology-Isle Royale	L1905L	4 Sem cr	5/1/1998	8/31/2008

BIO 153	Field Biology-Tropical	L1905L	4 Sem cr	5/1/1998	8/31/2008	deleted
BIO 154	Field Biology-Mountain Ecology	L1905L	4 Sem cr	5/1/1998	8/31/2008	deleted
CHM 103	The Chemistry Connection	P1903L	400 S cr.	5/12/2009		added
GEO 103	Environmental Geology	P1908L	400 S cr.	1/1/2008		added
HUM 101	Ancient Through Midevil Western Culture	HF902	300 S cr.	1/1/2008		changed
HUM 102	Renaissance Through Contemporary Western Culture	HF903	300 S cr.	1/1/2008		changed
HUM 125	World Mythology	H9901	300 S cr.	8/15/2008		added
LIT 220	Japanese Literature in Translation	H3909	300 S cr.	4/21/2009		added
MTH 202	Calculus with Analytic Geometry III	M1900- 3	500 S cr.	8/15/2008		changed
PHI 215	Religion in America	H5905	3 Sem cr	1/1/2008		changed
PHS 115	Introduction to Meteorology	P1905L	400 S cr.	1/1/2008		added
SPE 121	Ethnic Traditions in American Theater	F1909D	3 Sem cr	1/1/2008		added

Recommendations for the Future

The following recommendations come from review of the data and initiatives already underway in General Education and General Education assessment.

- General Education student learning assessment initiatives need to be refocused to involve more career program faculty who have an investment in general education outcomes as much as the transfer faculty at the college.
- General Education student outcome assessment in individual courses needs to take place through the work of faculty in each discipline. These efforts need to be documented in the 5-year program reviews of the disciplines included in general education courses.
- Applying the results of general education program outcomes assessment to instructional initiatives remains a campus-wide challenge. Most assessment results have been too generalized or have indicated that students are doing “about as expected” for the first two years in college. Improvements in assessment tools, analysis of artifacts, and further use of the resulting information to make incremental improvements in the curriculum and teaching and learning will need to be the focus of the future.
- In 2010, all courses were mapped to the general education outcomes for Harper College. A systematic process needs to be developed to map the general education learning outcomes for new courses and courses that have been modified. Courses removed from the curriculum need to be removed from the mapping document.

- Institutional oversight for general education assessment needs to be addressed. A new department was institutionalized to oversee all program assessment and provide administrative support for student outcomes in programs and general education. The administrator in this department and the Assistant Provost sit on the General Education Outcomes Assessment subcommittee and might provide the administrative home for these operations.
- The General Education Outcomes Assessment Committee, which is a subcommittee of the Institutional Outcomes Assessment Committee, is currently seeking additional faculty to support their assessment efforts. They also are working on short-term tasks that engage more faculty in the assessment of general education outcomes. This will need support and an annual process to recruit and then support the efforts of faculty across these disciplines.
- New courses are developed and added to the general education curriculum on a regular basis. Although the college has 135 general education courses available to students, departments may want to review the 81 courses not offered at the college for possible match of current courses at Harper or for possible development of additional courses that would serve student needs. Many of the 81 courses are available at the campus in other renditions that meet alternative IAI codes.
- Pursuit of information on transfer students may be possible if the State of Illinois fully institutes the shared database that has been discussed for several years. This data may lead to insights into student learning and application of knowledge years after courses are completed and give insight into courses that may not fully prepare students for transfer. This information could be used through the assessment processes to identify areas for improvement.
- The General Education Outcomes reflect current learning outcomes for the college. It may be helpful for the committee to consider a timeline and process that can be used for periodic campus review of the General Education Outcomes to confirm or revise the outcomes to meet the educational mission of the college.

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

- X Standardized assessments
- Certification and licensure examination results
- X 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
ACADEMIC DISCIPLINES
PARALEGAL STUDIES**

**SUMMARY REPORT OF REVIEW RESULTS
CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2012**

Program Identification Information

6-digit CIP	
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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	
220302	03	Associate in Applied Science Degree: Paralegal Studies
220302	20	Paralegal Studies Certificate

Action

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

Improvements & Rationale for Action

The main focus of improvement in the Paralegal Studies program since the last program review has been in the area of program outcomes and assessments. The program is now participating in a regular process of assessing program outcomes and the achievement of those outcomes and modification of those outcomes where shown to be necessary. This is being done as a part of Harper College's ongoing efforts in the area of Outcomes and Assessment. Additionally, the program has worked very diligently to make sure that it meets and stays current with the guidelines for program approval of the American Bar Association. This has required the program to do an improved job of tracking program graduates and to work more closely with the college's Office of Institutional Research in evaluating the effectiveness of the program in preparing its students for the work force upon graduation.

In the future, the Paralegal Studies program at William Rainey Harper College plans to:

- 1) Work with the Harper College Career Center to assure that every student in the program is utilizing the services of the Career Center early in their academic career.
- 2) Work with all of the Paralegal Studies faculty to develop more

commonality in course syllabi among the paralegal studies curriculum.

- 3) Work with the Registrar's Office and the Office of Institutional Research to improve the tracking of program graduates.
- 4) Work with the Paralegal Studies faculty and the Advisory Committee to develop a program portfolio requirement for students in the Paralegal Studies program.

Principle Assessment Methods Used in Quality Assurance for this Program

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

Statewide Program Issues (if applicable)

Employment trends for graduates in the Paralegal Studies field are projected to be good by the United States Department of Labor, Bureau of Labor Statistics for the foreseeable future. This has resulted in an increased number of paralegal programs in the market area for William Rainey Harper College. In addition, there is continuing discussion in the profession focused on the need for some kind of regulation or licensure of paralegals. Thus far, however, there have been no proposals for the regulation of paralegals made in the State of Illinois.

The American Bar Association does continue to emphasize the importance of a bachelor's degree in this field and, as a result, particular attention should be paid to the continued development of articulation and 2 + 2 agreements between the Paralegal Studies program at Harper College and four year colleges and universities.

**HARPER COLLEGE
ACADEMIC DISCIPLINES
SPEECH AND THEATER**

SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2012

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

Discipline Area	Speech and Theater
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Improvements & Rationale for Action

5-YEAR UNIT PLAN		
Year department will begin work on Goal or Strategy	Significant Goals or Activities to Complete 5-Year Plan	Rationale for Goal or Activities (if appropriate)
2012	Develop an Assessment Program for the basic speech course	In 2012, we will focus on developing revised outcomes for the basic speech course (SPE101) and methods for assessing them.
2012	Revise Outcomes for the basic speech course	In 2012, we will focus on developing revised outcomes for the basic speech course (SPE101) and methods for assessing them.
2012	Revise Outcomes for all upper division courses	In 2012, we will focus on developing revised outcomes for the basic speech course (SPE101) and methods for assessing them.
2012	Reformat both the speech and theater practicum. The idea of making one course for each that is repeatable six times has been suggested. SPE180 & SPE190	In 2012, we will focus on developing revised outcomes for the basic speech course (SPE101) and methods for assessing them.
2012	Investigate the creation of a permanent Theatre Tec director	
2013	Investigate the Development of an Associates in Arts- Speech Communication	In 2013, we will focus on developing the “degree focus” so students will be motivated to take more of our upper division courses.
2013	Investigate the Development of an Associates in Fine Arts-- Theatre Arts	In 2013 we will focus on developing the “degree focus” so students will be motivated to take more of our upper division courses. Additionally, 2013 we will focus on a comprehensive adjunct evaluation Program/Process.
2013	Develop Strategies to encourage students to utilize Harper’s “Index of Majors” to guide speech and theatre majors	In 2013 we will focus on developing the “degree focus” so students will be motivated to take more of our upper division courses.
2013	Develop a program for adjunct observation/evaluation	In 2013 we will focus on developing the “degree focus” so students will be motivated to take more of our upper division courses.

2014	Develop a speech area in the writing Center	In 2014, we will focus on miscellaneous small projects.
2014	Investigate establishing a THE prefix for Theatre offerings	In 2014, we will focus on miscellaneous small projects.
2014	Develop Assessment Program for upper division courses	In 2014, we will focus on miscellaneous small projects.
2014	Add Interviewing as 3-hour offering in Speech (communication)	In 2014, we will focus on miscellaneous small projects.
2014	Add one Additional 3 hour course in Theatre (Directing, Voice, Movement...)	In 2014, we will focus on miscellaneous small projects.
2015	Investigate a Children's Theater Program/Production	In 2015, we will focus on expanding our Theatre reach.
2015	Investigate a Summer Theater Program/Production	In 2015, we will focus on expanding our Theatre reach.
2016	Development strategies to increase enrollment in upper division classes	In 2016, we will 1) Focus on reflecting on the work of the previous 4 years and develop programmatic outcomes. 2) Assess the enrollment strategies 3) Begin the process of the next program review.
2016	Theatre General Program outcomes	In 2016, we will 1) Focus on reflecting on the work of the previous 4 years and develop programmatic outcomes. 2) Assess the enrollment strategies 3) Begin the process of the next program review.
2016	Develop Speech/Communication General Program outcomes	In 2016, we will 1) Focus on reflecting on the work of the previous 4 years and develop programmatic outcomes. 2) Assess the enrollment strategies 3) Begin the process of the next program review.

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
- X **Analysis of enrollment, demographic and cost data**
- Other, please specify: _____

Statewide Program Issues (if applicable)

NA

**HARPER COLLEGE
STUDENT AND ACADEMIC SUPPORT SERVICES
ATHLETICS AND INTRAMURALS**

**SUMMARY REPORT OF REVIEW RESULTS - STUDENT AND ACADEMIC SUPPORT SERVICES REVIEWED
IN ACADEMIC YEAR 2012**

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

Service Area	Intercollegiate Athletics and Intramurals
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**Major Findings and Improvements/Modifications
Improvements or Rationale for Action**

<p><u>Intercollegiate Athletics</u></p> <p>Harper College offers a comprehensive sports program for both male and female student athletes. Six women’s sports and six men’s sports are available to student athletes. The philosophy of the Athletic Department is to provide equal access and opportunities for both genders. This results in the fairness and equity within the athletic program. Unfortunately, participation in women’s sports is significantly lower than the men’s sports. In light of this difference, a more comprehensive recruiting plan is needed to increase the participation of female athletes. The women’s soccer and volleyball teams have set the pace for participation. Coaches aggressively recruit from local high schools and club teams. The Harper volleyball and soccer teams are consistently highly ranked in the region. The women’s cross country and track programs have also produced successful seasons and have ranked as some of the top programs in the country. The 2011 women’s track and field team won Harper’s first women’s national championship. Overall, there is healthy participation in the Harper sports program and the interest remains relatively high among in district high school participants. The Athletic department will continue to monitor current teams and investigate the addition of new teams.</p> <p>The total budget allocation through Student Activities has increased due to college enrollment increases over the past five years. The increased budget was necessary to meet increased expenditures due to the rising cost of travel, supplies, equipment, capital purchases and changes in salary allocation. During this period no sports have been dropped. Harper College philosophy is to maintain fiscal responsibility. It is imperative to continually monitor the overall cost effectiveness of the athletic budget and in particular the cost of travel and how this impacts the athletic program. Student Activities has been able to support National travel within the fund balance. This has been necessary due to the unpredictable nature of championship qualification. Supplemental monies have been raised through innovative fund raising efforts which enhanced the quality of the overall athletic program.</p> <p>Harper College supports the academic achievement of the student athletes through staff, policy, facilities, award systems and innovative intervention strategies. Overall, Harper student athletes achieve significantly higher persistence rates and GPA’s when compared to the student body. The Athletic Program positively affects the recruitment and retention of Harper College students.</p>

Overall, the Athletics Program has produced at least one national championship team each year, a variety of athletic and academic All-Americans as well various conference and regional award winners. The NATYCAA Cup recognizes excellence in two-year college athletics based on success in championship competition. Harper has consistently finished as one of the top ten athletic programs among the 130 community colleges in the non-scholarship category (FY06-2nd, FY07-5th, FY08-4th, FY09-4th, FY10-10th, and FY11-6th).

The football program at Harper College was evaluated for: the relative effectiveness of recruiting and retaining academically successful students; competitive opportunities in a changing environment; relevance and interest to local athletes; budgetary implications; and programmatic needs. The program was discontinued in January 2012.

Recommendations

- I. Support the College Completion Agenda.
 - A. Conduct research that compares student athlete success to the College Institutional Effectiveness Measures of Student Progress. These measures include graduation rate, persistence rate (fall to spring and fall to fall), transfer out rate, student advancement rate, student satisfaction, and graduate achievement of objective.
 - B. Provide academic services and policies that support student success.
 - C. Award student athletes who meet academic success criteria.
 - D. Form a faculty advisory board to address athletic-academic issues.

- II. Reallocate resources to create new programs and support current programs.
 - A. Offer new sports in the Athletic Department.
 - B. Adjust coaching stipends based on market need.
 - C. Adjust the travel budget to meet safety standards.
 - D. Engage the Communications Department to develop a marketing strategy for Harper Athletics.

- III. Continue to improve the facilities and submit remodeling requests.
 - A. Remodel the locker rooms.
 - B. Remodel the athletic training room.
 - C. Complete the multipurpose stadium with a new track, wider infield for soccer, paved parking for ADA compliance, fencing, and sanitary facilities.
 - D. Expand the wrestling room.

Intramurals

The intramural program has merged with the community recreation program to become the Harper Recreation Program. The facilities, staffing, management and resources are shared to provide maximum availability of programs to students, faculty staff and community members. The hours of operation have been adjusted to make the facilities available during the most optimal times. Student aids are employed to supervise the facility during open

recreation.

The strength of the program lies in the quality of the management, flexibility of the offerings, outreach to clubs and organizations, and the availability of facilities and equipment. The coordinator has demonstrated proficiency in organizing and facilitating a variety of recreational activities. He has also demonstrated the ability to hire, train and mentor student employees.

A survey of Illinois community colleges revealed that the Harper College Recreation Program has comparable offerings to the respondents that indicated that intramurals are available. The survey also revealed that colleges use a variety of strategies to engage students. The strategies include: programming based on student interest, offering a variety of games and tournaments, providing gift cards as prizes, contracting officials, and engaging faculty and staff.

Recommendations

The inherent challenges to the program include a transient commuter audience; work and family responsibilities consuming a student's free time; and finding "common time" for students to congregate. To increase participation, the recreation program will offer a variety of seasonal games and tournaments during daytime hours. The increased availability of organized activities may draw more students to the program. These events will be advertised on the internet using social media and the intramurals web page. Increased participation may also be facilitated by the creation of club sports. Students have indicated interest in organizing athletic clubs to participate in local intercollegiate competition. The establishment of club sports may create pipelines of dedicated student-athletes from local high schools. Research is being conducted to determine the feasibility of club teams at Harper College.

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

SUMMARY REPORT OF REVIEW RESULTS - STUDENT AND ACADEMIC SUPPORT SERVICES REVIEWED IN ACADEMIC YEAR 2012

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

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

<p><u>Scope of Services :</u></p> <p>Health Services provides both treatment and prevention/wellness services for all students and employees as well as crisis/emergency response on campus. More specifically, the student populations served include: Health Career students, athletes and the general student population. In addition, Health Services ensures compliance with the Drug Free Schools and Communities Act.</p> <p><u>Services Provided:</u></p> <p><u>Health Career Students:</u></p> <ul style="list-style-type: none"> • Clearance for all Health Career students to attend their clinicals <p><u>Student Athletes:</u></p> <ul style="list-style-type: none"> • Clearance for all athletes to participate in sports • Assess and treat (if appropriate) athlete injuries and provide clearance to return to the sport • File claims for injuries <p><u>General Students:</u></p> <ul style="list-style-type: none"> • Treatment of injuries and wound care • Sick visits • Asthma treatment, allergic reactions • STD testing, pregnancy testing, gynecological services • Assess and approve medical withdrawals <p><u>Employees:</u></p> <ul style="list-style-type: none"> • New employee clearance for Health Career faculty, Physical Plant and Food Services employees • Treat employee injuries, wounds and provide return to work services • Health Career faculty annual screening • Sick visits, allergic reactions • Blood borne pathogen training. <p><u>Wellness Programming:</u></p> <ul style="list-style-type: none"> • Administer flu vaccines • Multiple health screenings offered throughout the year • Educational wellness programs
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Improvements Since Last Review

Client Demand and Utilization: There has been a steady increase year to year in the overall number of visits to Health Services and unduplicated patient count. Visits are currently over 10,000 a year, serving over 3,300 individual patients.

Technological Advancements:

- Electronic medical record was upgraded and training was provided to all staff.
- ACD telephone system was added.
- Quick Pay payment system was added, Health Services no longer accepts cash.
- Blackboard is now utilized to keep track of health requirements for Health Career students.
- CPR/AED equipment was updated.
- A printer was added to receive labs directly from the lab itself.
- Scanner, copier, fax machine was added.

Staffing: Staffing was restructured to better align with patient demand. Students are now being offered services at Harper's satellite locations. Staffing for daily peak times as well as peak months has decreased wait times in the Center. Wait times are now under 15 minutes.

Wellness Programming: Wellness programming on campus is now offered throughout the year and focuses on sustainable changes in people's lifestyle. In addition, the Employee Wellness Program has been re-vitalized. It is now accessible online and more initiatives for employees are being put into place.

Action Plan for Future Improvements

Assess HS Pricing Structure: Conduct a thorough review of the pricing structure within Health Services.

Eliminate Timing Difference Between Collection of Money for Services and

Vendor Payment: Explore way to allow payment to vendors to be paid on a rolling basis.

Wellness Programming:

1. Explore ways to develop wellness initiatives for students and employees that attempt to create sustainable lifestyle changes.
2. Provide a more comprehensive approach to drug and alcohol prevention programming within the harm reduction model.
3. Enhance the assessment and evaluation of wellness programming.
4. Implement a more formal employee wellness initiative that includes wellness benefits and a health risk assessment.

Create and Assess Learning Outcomes for Health Services: Broad learning outcomes for Health Services that support the mission and strategic goals of the College should be developed and assessed.

Crisis Response: Continue to refine crisis response on campus in collaboration with the Harper College Police Department and other departments as necessary. Enhance awareness on campus of the emergency response protocols.

Continue to Grow and Refine Services:

1. Improve the marketing of Health Services to the general student body.
2. Continue to expand the role of the Nurse Practitioner into areas that include women's health and wellness education.
3. Expand services to underserved populations on campus.

Statewide Program Issues (if applicable)

NA

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

SUMMARY REPORT OF REVIEW RESULTS - STUDENT AND ACADEMIC SUPPORT SERVICES REVIEWED IN ACADEMIC YEAR 2012

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

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

The Psychological Services Program at Harper College provides a continuum of mental health services to currently enrolled students. Services are rendered to assist students in identifying, addressing, and working through concerns that may interfere with their functioning and impede their academic, personal, and career success. Clinical services include psychotherapy, evaluation, crisis interventions, consultation, and case management and referral for students assessed as in need of services the College does not provide. The operation is staffed by a 9-month faculty psychologist, along with three doctoral trainees who rotate through the program on an annual basis.

The following chart represents student and faculty contact during the time span of this Review:

YEAR	Duplicated Contacts (*)	Unduplicated Contacts	Faculty Consultations (*)	HEAT (Behavioral Threat Assessment Team) Cases (**)
2010-2011	4314	273	224	48
2009-2010	3664	398	209	28
2008-2009	3670	434	310	10
2007-2008	6225	544	361	n/a
2006-2007	6703	509	343	n/a

(*) this data is included in Psychological Services duplicated contacts category.

(**) HEAT consults are addressed by a team of professionals including the Campus Psychologist.

Improvements since last Review

- Developed successful inter-departmental collaborations with many programs and areas on campus. Examples include a stress program for first-year nursing students that has been infused into their introductory class and collaborative outreach efforts with Student Financial Assistance to veterans.
- Made strategic use of Technology. Pyra-Med, an electronic medical record was

successfully implemented, and in line with Higher Learning Commission recommendations, increased online self-service options including a partnership with Ulifeline, was made available to students.

- Formed Harper Early Alert Team (HEAT), a behavioral threat assessment team with cross-area representation including the Campus Psychologist.
- Provided increased triage and urgent care services to students, as well as clinical consultations to full-time and adjunct faculty.
- Responded to economic recession by offering seminars and a Resource Fair for chronically unemployed individuals. Additionally provided clinical coordination and supervision for individual and group counseling under a Workforce Investment Act (WIA) grant.
- Restructured program into Student Development Division to align program with other counseling/advising centers on campus.

Proposed action plan for future improvements

- Based on information provided within the Review, re-assess the program's clinical parameters, consider a strategic restructuring of services and student benefits, and determine whether it would be most prudent to add, remove, or maintain the current personnel resources of the Program. (FY2013 – 2015)
- Explore short-term and long-term location change for the department to co-locate with other counseling/advising centers on campus to promote sharing unduplicated resources, encouraging referrals to and from specialty counseling areas, and creating more seamless communication between counseling professionals. (FY2013 – 2015)
- Improve access to legal resources available to the department. Identify a point person within our current legal counsel team who possesses expertise with mental health law, and then to develop a protocol for how access to this individual is accorded to the Campus Psychologist through the reporting structure of the Dean of Student Development. (FY2013)
- Re-visit the liability insurance policy the College holds and insure adequate and up to date coverage of Psychological Services exists. (FY2013)
- Consider putting together a working group to vet the idea of charging a student health fee. (FY2014)
- Improve marketing/advertising for the department to more clearly describe programs/services offered. (FY2013)
- Develop an online training program for faculty and the campus at large that encourages quick, preventive, and appropriate referrals of at-risk students to campus services. (FY2014)
- Strengthen relationships with community partnerships for Psychological Services. Explore developing a "social services consortium" consisting of local area community mental health and social services professionals as well as designated individuals in Student Development to help leverage resources in order to provide more comprehensive and seamless care for Harper students. (FY2014)
- Update procedure manual for Psychological Services (FY2013)
- Revisit evening service hours based on student traffic patterns, College universal hours' expectations and staffing levels. (FY2013)

Statewide Program Issues (if applicable)

Comprehensive national research compendiums inclusive of Illinois data clearly indicate increases in the numbers and severity of college students experiencing mental health issues (Association of University and College Counseling Center Directors (2010) *Survey of Counseling Center Directors*, Center for the Study of Collegiate Mental Health (2010) Executive Summary, CSCMH, Penn State, American College Health Association (2010) *National Health Assessment II Executive Summary*). This trend is seen on a daily basis at Harper College, with students presenting for service experiencing serious and often debilitating mental disorders and significant emotional distress.

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

**SUMMARY REPORT OF REVIEW RESULTS - STUDENT AND ACADEMIC SUPPORT SERVICES REVIEWED
IN ACADEMIC YEAR 20XX**

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

Service Area	Student Activities
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**Major Findings and Improvements/Modifications
Improvements or Rationale for Action**

<p>Major Improvements:</p> <ul style="list-style-type: none"> • Development of Student Leadership & Civic Engagement program, based on the Kouzes & Posner best-selling book, that features a one-day Leadership Challenge workshop, resulting in a certificate of achievement; • Creation of Guiding Principles for Selecting Speakers/Performers; and • Creation of the first community college Text Book Advisory Group in the state, made up of students, faculty and representatives from the Harper Book Store. <p>Action Plan to Complete Key Recommendations (within next three years):</p> <ul style="list-style-type: none"> • Prepare recommendations for new Student Center, through student feedback from focus groups and surveys, as well as site visits to the College of DuPage and Elgin Community College (timeline dependent on construction plan); • Explore having the one-day Leadership Challenge retreat/workshop act as a prerequisite for key student employee positions (such as Orientation leaders), as well as for all student leadership roles in clubs and organizations; • Shift campus culture so that clubs and organizations secure fall leadership in the previous spring semester, thus allowing sophomore leaders in the fall to mentor incoming freshmen; and • Reduce programming by 10% each year to a more manageable goal of 125 events per year, from current 229 events produced annually.
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Statewide Program Issues (if applicable)

<p>For more than 10 years, Harper College had the following three qualification requirements for a student trustee candidate:</p> <ol style="list-style-type: none"> a. Be a resident of Harper College district 512; b. Be a registered Harper student (nine or more credit hours) during both fall and spring semesters; and c. Have not previously served as student trustee at Harper College.

Once the student trustee was elected, he/she would meet with the director of student activities and sign a "student trustee contract" that also included requirements of a **"2.0 GPA," "attend ICCB-SAC and IBHE-SAC meetings,"** and **"comply with Harper College's Code of Conduct."** These stipulations were intended to: 1) ensure that the person focus on his/her role as a student, first and foremost; 2) take their role as trustee seriously by attending SAC meetings; and 3) act appropriately by following our school's code of conduct.

In February of 2011, a ***non-resident student*** challenged the residency rule and we brought this to the attention of our legal counsel. The non-resident student argued: "If I pay out-of-district fees, why should I not be able to serve as trustee." He once lived in-district, but could no longer afford housing in the area. Upon examination of the **Higher Education, Community College Act, 110 ILCS 805_Trustee Qualifications, Sec. 3 – 7.24**, which states: **"each community college board shall have one non-voting member who is a student enrolled in the community college under the jurisdiction of the board"** (no other stipulations are noted), our legal counsel said that our requirements were ***unenforceable***. As a result, for our last election in April, we eliminated all qualifiers other than the student had to be enrolled at Harper College.

After sharing this story with colleagues at the Illinois Community College Student Activities Association Spring Conference (May 2011), we had a very lively discussion on the topic. (Note: ICCSAA is a 30-year-old state-wide organization, with a membership of 26 community colleges). Several concerns surfaced. One colleague made the point that without any qualifiers outside of the statute, we could potentially have "a student trustee candidate that could be an underage Continuing Education student taking an on-line course in Texas and have a failing GPA." Another colleague said, at the very least, we should have these qualifiers: ***"on the date of the election, the candidate must: 1) be a citizen of the United States; 2) of the age of 18 year or older; and 3) a resident of the state."*** We also determined that many of the schools in our association had qualifiers very similar to Harper's (and in some cases, more extensive), so several colleagues were concerned and wanted some clarification from the ICCB. This concern was brought to the attention of Jennifer Timmons with the ICCB via email on August 22, 2011; but to-date, the ICCB has not addressed this situation.

Part B
Best Practices

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BEST PRACTICES REPORT TEMPLATE

BEST PRACTICES AND INNOVATIONS (SELECTED PROGRAMS) 2012

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

Advanced Manufacturing degrees and certificates

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

CTE: Associate in Allied Science in Advanced Manufacturing Technology, Associate in Applied Science in Welding Technology, Computer Numerical Control Operator I & II Certificates, Manufacturing Production Certificate, Advanced Welding Certificate, Basic Pipe Welding Certificate, Basic Welding Certificate, Welding Fabrication Certificate.

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

In an attempt to fill growing vacancies in high-tech manufacturing, Harper College is teaming up with local companies to create a stream of future employees. The new programs will teach students in the classroom and will be followed with a paid internship at one of the 54 companies. The classes start in September, with internships to begin in January.

The College has received commitments for more than 70 paid internships, which were found with the help of Acme Industries — an Elk Grove Village company that makes large precision machine parts for equipment manufacturers — and Nation Pizza and Foods in Schaumburg which specializes in baking and prepared foods.

What are the results / measurable outcomes?

- Enrollment in programs
- Employment of program completers in positions related to program
- Extent to which program meets needs of local employers

Contact Information

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Part C
Results from Prior Reviews

Results from Prior Program Reviews Report Template

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FY 2012 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.

Program Title	Accounting
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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

Over the past year, we added a new course, ACC256 Enrolled Agent Review Course. We are continuing to monitor the implementation of International Financial Reporting Standards (IFRS), and are continuously updating the website.

The Department is in the process of hiring two new full-time accounting faculty. Therefore, any changes to the Department, including adding or changing certificates, assessment tools, course offerings, modalities, etc., will wait until the new members are on board.

In the meantime, the Department is working on soft changes, such as increased advertising, increased training and communication with adjuncts, and increased participating of the Advisory Board. In addition, the Department has made some exciting improvements to the annual high school accounting outreach event.

Next year, the Department will focus on updating the certificates, including adding courses to the CPA preparation Certificate to meet upcoming new requirements, update Departmental Policies, increase modalities, and add new course offerings.

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 _____

Results from Prior Program Reviews Report Template

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FY 2012 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.

Program Title	Adult Educational Development
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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

In August and September 2011, at the NNL and ABE/GED workshops attendees discussed how AED would participate in the campus-wide initiative to increase student engagement which was a result of the CCSSE survey. AED chose "Make a class presentation" as the area in which would devote our efforts. In January, all NNL teachers received a list of every project/presentation for all classes. There was 100% completion of the forms.

The NNL program adopted the series *Ventures* as the core text. Listening activities and Teacher Toolkits for all five levels of *Ventures* was added to the computers in the labs at off-site locations.

The NNL program has increased the intensity of instruction in order to meet state and federal targets.

In January 2012, NNL provided professional development activities for faculty and staff. Topics included introducing "Classware" to NNL teachers as well as "google voice".

AED implemented a pilot in Fall 2011 and Spring 2011 through Strategy Goal 4.2a. A Transition Coordinator was hired part time to provide intensive support to students transitioning from GED programs to credit-bearing career programs. Because of the success of the pilot, the position has been made full-time

ABE/GED will implement TABE Online to further Evidence Based Reading Instruction (EBRI) objectives and outcomes. A pilot is scheduled for summer 2012 with full implementation scheduled for fall 2012.

ABE/GED is offering a new Bridge class in the Fall 2012 called T⁴ - Transition to Technical Trades. This class for GED students and higher level Nonnative Literacy (ESL literacy) students will provide an intensive bridge class to orient students to Harper College career programs including HVAC, maintenance technology,

welding, and electronics. After completion of the Bridge class (co-taught by AED and career program faculty), students will enroll in two classes: RAC 103 (Fundamentals of Heating) and AED's Reading, Math and College Success support for the RAC103 class. Courses will be set up as a learning community and taught by RAC and AED faculty.

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 _____

Results from Prior Program Reviews Report Template

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FY 2012 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 (FY2012) (those who's final report is due by May 2012 and ICCB program review report due at that same time).**

Program Title	American Sign Language Studies Department
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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 report, new adjunct faculty have been hired as well as the recruitment of two ASL tutors for employment in the Tutoring Center. New curriculum material for SGN 101 has been adopted by *all* faculty effective fall 2012. Previously, instructors have had the *option* of choosing the older or newer version of commercially produced material. It was decided that moving forward all instructors (and therefore students) will use the same version. SGN 210: American Sign Language Community: A Cultural Perspective has been offered for the past two semesters in a blended format. Students alternate between coming to campus and online instruction. Two early start classes are being offered this summer 2012: SGN 102 and SGN 202. SGN 212 is an elective course not offered since 2007; it is being offered again this fall.

Visibility on and off campus has increased. Faculty have staffed open houses on campus and at an area high school. We have also updated and increased the amount of information available on our department website. In January 2011 the replacement of the Sign Language Interpreting Program analog language laboratory (installed more than fifteen years ago) with new digital equipment expanded opportunities for SGN students.

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 _____

Results from Prior Program Reviews Report Template

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FY 2012 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.

Program Title	Anthropology
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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

A review of faculty credentials, faculty performance, course curriculum, enrollment, department initiatives, student outcomes, building/resource facilities, technologies (including audio/visual material), and facsimile hominid fossil acquisitions, all make a strong case for the success in the Anthropology Department since the last progress report in 2011.

- Our Summer Archaeology Field School is in its 30th year and we continue to market this successful program.
- Reintroduction of anthropologically related travel/study tours will be reexamined as part of the overall campus initiative to more effectively internationalize the curriculum.
- As in the past, the Anthropology Program has again been very cost-effective since the last program review in 2011.
- We continue to augment the osteological and fossil collection (unique to Harper College and among two-year colleges nation-wide) for the benefit of students' use in Anthropology classes.
- We continue to enhance exhibits in the various Anthropology Display Cases as a way of providing educational enrichment to the public.

Over the past academic year the Anthropology Department has continued to maintain a strong profile in all areas including staff development, course offerings, instructional approaches, support services, and outcomes assessment. We continue to implement actions and programs that further strengthen our curriculum and provide an environment for academic excellence

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Principle Assessment Methods Used in Quality Assurance for this Program

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

Results from Prior Program Reviews Report Template

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FY 2012 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.

Program Title	Architectural Studies
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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

A long standing problem with the ATE program has been the lack of design courses. This semester we have added a design course and made our first year common for all students. This should firm up the direction of our students to either the Technical or Design track.

We also have changed our prefix from ATE to ARC. This will accomplish several things; it will make the program easier to find in the catalog as it will be in the alphabetical location expected, it aligns the program with all other Architecture programs in the state which all start with ARC or ARCH. We also renumbered our courses for a more logical, expandable sequence to make it easier for students and for the college in years to come as technology changes and courses are added.

We have added an additional Blended course for Computer Aided Design (CAD) replacing the Open Entry format which had little faculty interaction. This new format will allow for faculty lectures of critical materials in a face to face format while allowing students to complete the work and review of less critical or detailed information at their chosen pace.

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 _____

Results from Prior Program Reviews Report Template

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FY 2012 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.

Program Title	Art Department
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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

The Art Department has made significant headway on its 5-year action plan. The following is a brief description of achievements:

1. Completed full-time faculty search resulting in the hiring of new faculty member.
2. Made major revisions to ART 240 Computer Graphics to update and expand course content and technology. The course is now called ART 240 New Media Studio.
3. Designed and received approvals for a new course called ART 250 Digital Photography Studio.
4. Designed and received approvals for a new course called ART 281 Topics in Studio Art.
5. Made renovations, some very significant, to all 2D studios in C Building. These changes have greatly enhanced the safety and effectiveness of teaching and learning in these spaces.
6. Replaced old large kiln in ceramics area.

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_____

Results from Prior Program Reviews Report Template

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FY 2012 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.

Program Title	Building Codes and Enforcement
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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

Some of the improvements or changes since the last review have been that the leadership has moved from the Fire Science Coordinator to the Architectural studies Coordinator. We hope this will be a better fit due to the relationship of the building industries. That relationship has already proven itself by the Advisory Committee members of the BCE program being known by some or all of the Advisory Committee members of the ATE program.

Another change that has been favorable has been the introduction of eight week courses into the BCE program. In the past, two 16 week courses have been offered each semester, requiring students to attend two different classes a week, leading to more homework and coordination by the student. Many of the night students at Harper will only take one class at a time. With the advent of the eight week format, students still attend two nights a week but are only enrolled in one course at a time. Additionally, there is a captive audience to market to for the second eight week class, intentionally held on the same two nights as the first class to make the transition easier. This has led to an increase in headcount for the program over last year.

A third change will be taking affect next semester; the classes will be co-listed with the Continuing Education department to allow the awarding of CEU's to practicing professionals.

Principle Assessment Methods Used in Quality Assurance for this Program

X Standardized assessments

Certification and licensure examination results

Writing samples

Portfolio evaluation

Course embedded questions

Study surveys

Analysis of enrollment, demographic and cost data

Other, please specify _____

Results from Prior Program Reviews Report Template

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FY 2012 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.

Program Title	Dietetic Technician
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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

Developed registration examination review course for graduating students.

Submitted progress report to accrediting body which was accepted as received.

Finalized contracts with 3 new clinical facilities for placing Dietetic technician students.

Achieved 80% pass rate for registration examination for year 2011 (accreditation target).

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 _____

Results from Prior Program Reviews Report Template

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FY 2012 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.

Program Title	Education
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Action

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

Improvements or Rationale for Action

Developed EDU 999 – Preparing for the IBST: This is a one credit course that has been mandated by ICCB. Course submitted to ICCB and we are awaiting final approval. The purpose of the course is to help students pass the Illinois Basic Skills Test (currently called the Test of Academic Proficiency)

ECE 219 smoothly transitioned into the Education department with help from the department chair and is now EDU 219.

Work has begun on aligning Education courses to the new Illinois Professional Teaching Standards. EDU 219 has been aligned. Education faculty had an Alignment meeting for EDU 201. ICCB is reconvening the IAI Education panel. Once the panel determines the standards to be met in each course, alignment work within the department will continue.

Piloted Fingerprint checks during fall 2011. Process did not work. Partnership established with District 211 for fingerprint checks for students completing observations at district 25 schools during spring 2012. Continuing discussion with Harper College Police department for fall 2012.

New course – EDU 220 successfully ran during both fall 2011 and spring 2012. Course is currently being developed to be offered in blended format.

All Education department faculty members, including adjunct faculty, are currently utilizing Blackboard in their courses as a supplement for instruction.

Principle Assessment Methods Used in Quality Assurance for this Program

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

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

Results from Prior Program Reviews Report Template

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FY 2012 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 (FY2012) (those who’s final report is due by May 2012 and ICCB program review report due at that same time).**

Program Title	Health Science Core
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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

Increased the number of blended and online sections offered in HSC 104, 105, 112, and 213.

- Total sections offered in 2010-11: 16
- Total sections offered in 2011-12: 24

Increased the number of adjuncts teaching blended and online sections from 6 to 9.

Collaborated with D211 to offer 13 sections of HSC 112 at the six high schools in the district. All high school students who pass this class will be awarded dual credit for both high school and Harper College. A total of over 300 high school students participated in this program.

Principle Assessment Methods Used in Quality Assurance for this Program

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

Results from Prior Program Reviews Report Template

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FY 2012 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.

Program Title	History/Political Science
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Action

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

Improvements or Rationale for Action

1. The History Academy started in August 2011. Professors from Western Illinois University, Illinois State University and John Marshall Law School have visited Harper College the last two semesters and made major presentations to our History classes. In addition, 4 students will be completing internships this summer 2012 at the Illinois State Historical Society in Springfield, Illinois and the Hayes Presidential Library and Home in Fremont, Ohio.
2. Efforts have been made to increase enrollment in History classes through outreach visits to surrounding high schools and participation in the College wide orientation and open houses.
3. Two new topics courses were offered during the 2011-2012 academic year.
4. Two professional development and in-service programs have been scheduled for the 2012-2013 academic year. One will be held in August 2012 and the other in January 2013. Topics to be covered include Student Success, Retention and Standards in Higher Education in History and Political Science instruction.
5. A new web course in American History HST 111-American Experience has been developed and piloted. The course was offered Spring semester 2012.
6. The History 243-Far East in the Modern World web class has been shared with a state wide consortium of online class offerings. Students from throughout the state will have an opportunity to enroll in a Harper based course.
7. The Department has participated in the creation of a rubric to assess writing across the curriculum.
8. A new document reader for HST 112-The American Experience has been developed by a full time faculty member within our Department and has been published by the Cengage Company.

9. Master Syllabuses for History 231, 232, 241 and 242 have been upgraded and sent to the state for review and approval.

10. Partnerships in History have been established with Western Illinois University and Illinois State University to assist students in the advanced study of History and the pursuit of teacher certification in History.

Political Science

1. Participated in Model UN competition.
2. Political Science has made great efforts to get the 200 level courses to run.
3. Political Science has offered a topics course every semester.

Principle Assessment Methods Used in Quality Assurance for this Program

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

Results from Prior Program Reviews Report Template

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FY 2012 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

Program Title	Medical Office Administration
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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

The most significant improvement this past year has been the addition of a new full-time faculty member to the program. Since she has started many changes have been made to enhance the program including:

- Offering more sections of certain MOA classes
- Changing the offering of the medical assisting clinical course, which used to be only offered once a year, to twice a year.
- Major revision of the *Medical Assisting Certificate Program Handbook*
- Making the medical assisting clinical class a semi-limited enrollment program by strictly limiting the number of students per clinical class to 30 (twice a year). This was done because the class size each fall was up to 50 students and that was way too big.
- Offering clinical and administrative externships twice a year now, instead of only once a year. This is working out very nice and helping many students make it through the programs in less time.

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 _____

Results from Prior Program Reviews Report Template

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FY 2012 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.

Program Title	Psychology Department
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Action

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

Improvements or Rationale for Action

- Implemented the American Psychological Association (APA) guidelines for undergraduate education in all of the Department of Psychology Courses.
- Revised all curricula in accordance with APA Guidelines for Undergraduate Education in Psychology; PSY 101 has been revised and approved by the Curriculum Committee (Fall, 2011). PSY 210, 216, 217, 218, 220, 225, 228 230, 235, 245 are revised and will be presented to the Curriculum Committee for approval May 3, 2012.
- Developed a Partnership Development Template for use in our on-going attempts to develop partnerships with four year colleges and universities in Illinois.
- Composed Letter of interest, and have contacted numerous colleges and universities to develop partnerships. It should be noted that these partnerships have a semester by semester programmatic course of study for students, and that 15 – 18 hours of psychology coursework taken at Harper College will count toward the students' psychology major requirements.
- Developed Partnerships in Psychology with Roosevelt University, including a 2 + 2 leading to a BA in Psychology, and several 2 + 3 partnerships and fully articulated agreements leading to an MA in Clinical, Counseling, Industrial/Organizational and General Psychology.
- Developing Marketing plan and making arrangements to post our on-going partnerships on the Harper College Webpage.
- Continue to follow our APA consultant's recommendations regarding

attainment of the goals we set in the 2010 Program Review.

- Continue to collaborate with Roosevelt University via research initiatives.
- Working on the development of a one-step application process for students, so they can apply to both Harper and our partner institutions in a one stop process, as obtaining the students prior commitment and having a semester by semester course of study will increase Student Success.
- Adopted Psychology Textbooks aligned with APA Guidelines for Undergraduate Education, with Goals and Objective clearly stated in texts.
- Communicate with Adjunct Faculty regarding the adoption of APA guidelines for undergraduate psychology.
- Had two planning seminars with visiting authors preparing adjunct and full-time faculty for adoption of APA guidelines. Further presentations upcoming which will provide training and support for adjunct faculty as we fully implement APA guidelines and materials. Upcoming presentations will be in person and available as webinars.

Principle Assessment Methods Used in Quality Assurance for this Program

- Standardized assessments
- Certification and licensure examination results
- Writing samples
- Portfolio evaluation
- X Course embedded questions
- Study surveys
- X Analysis of enrollment, demographic and cost data
- Other, please specify: Assessment Questions developed by department in accordance with APA Goals and Objectives.

Results from Prior Program Reviews Report Template

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FY 2012 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.

Program Title	Sign Language Interpreting Program
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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 report, new adjunct faculty was hired. In fall 2011 the following courses were offered for the first time since extensive curriculum revisions became effective in spring 2011. All but one of these courses are offered only during the fall and hence were not offered in spring 2011. Courses include: ITP 101: Introduction to Interpreting, ITP 120: Simultaneous Interpreting: English to ASL I, ITP 121: Simultaneous Interpreting: ASL to English I, ITP 200: Transliterating and the Educational Setting, ITP 215: Interpreting: Dialogic Discourse. The program coordinator liaised with the campus transfer coordinator to successfully articulate the Sign Language Interpreting Program Certificate of Completion with Northeastern Illinois University; this makes for a more seamless transition for ITP students seeking a bachelor's degree.

Visibility on and off campus has increased. Faculty have staffed open houses on campus and at an area high school. We have also updated and increased the amount of information available on our department website. In January 2011 the replacement of the Sign Language Interpreting Program analog language laboratory (installed more than fifteen years ago) with new digital equipment expanded opportunities for ITP students.

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 _____

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FY 2012 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.

Program Title	World Languages Department
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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

The World Languages Department made significant progress on continuing projects in the 2011-2012 academic year. The areas in which most improvements were made include marketing/ outreach, assessment, and curriculum expansion. The Department worked closely with Marketing Services to develop a marketing strategy to both boost new enrollment in classes and encourage retention between levels of language instruction. In the area of assessment, the Department finalized plans to institute a placement exam for entering students of Spanish, French, and German. Pending Testing and Assessment Committee review, the exam should be made available to students in the next academic year. Finally, the Department worked to expand current curriculum offerings by adding Chinese courses. The first CHN 101 class ran successfully this spring, and we have added sections of 101 and 102 for fall 2012. Two new courses, CHN 201 and 202, were approved by the Curriculum Committee this Spring. The Department also worked with high schools in the district to establish dual-credit programs for Spanish.

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 _____

Part D
Program Review Schedule

Program Review Schedule					
	C	D	E	A	B
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	FY13	FY14	FY15	FY16	FY17
Across Divisions	Mathematics	Physical and Life Sciences	Humanities and Fine Arts	Social and Behavioral Sciences	Written and Oral Communication
Across Divisions	Adult Ed and ESL	Remedial and Developmental	Vocational Skills	Transfer Functions and programs (AAA, AS, AAT, AFA, AES, AGS)	General Education
AELS	AED ESL/LINGUISTICS INTER. STUDENTS OFFC	READING COMMUNICATIONS LEARNING SKILLS			
BUS/SS	MGT/SCM/MKT/MCM	ACCOUNTING FINANCIAL SERVICES		ECONOMICS HST/PSC PSYCHOLOGY SOC/ANT GEOGRAPHY EDUCATION EARLY CHILDHD ED	CIS PARALEGAL STUDIES
CE		CONTINUING EDUCATION			
Workforce Dev		EXT SERVICES			
CP	EMG FIRE SCIENCE MAINT. TECH CARDIAC TECH D M SONOGRAPHY DENTAL HYGIENE DIETETIC TECH EMS MOA RAD TECH	ATE and BLDG CODES REFRIG AIR COND IND PHLEBOTOMY TECH	FASHION DESGN HOSPITALITY NURSING and CNA		ELECTRONICS GRAPHIC ART LAW ENF & JUSTICE

Program Review Schedule Continued					
	C	D	E	A	B
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	FY13	FY14	FY15	FY16	FY17
LIB ARTS			ART/FINE ART HUMANITIES MUSIC PHILOSOPHY SGN/ITP WORLD LANGUAGES		SPEECH/THEATER ENG/LITERATURE
MS	MATH/MTH LAB/CSC	BIOLOGY CHEMISTRY PHY SCIENCES ENGINEERING			
RFL	CII	TUTORING CENTER WRITING CENTER SUCCESS SERVICES		LIBRARY	
Student Affairs				PED	Student Activities, Recreation Room and Theater/BoxOffice Athletics Health
Student Development		Career Center		Multicultural Learning Center Academic Advising Access and Disability	Psychological Services
Enrollment Services	Center for New Students and Orientation	Admissions Processing	Financial Aid Admissions/Recruiting	Registration and Records Registration and Records	