

**Harper College
Program Review Report
August 2013 Submission to the
Illinois Community College Board**



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Part A
Summaries

**Harper College
Career and Technical Education Programs
Architectural Studies**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

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

Program Identification Information

6-digit CIP 15.1303	
Career Cluster Architecture and Construction	
Career Pathway Design/Preconstruction	
Program of Study Architectural Technology	
Community College Program Title	Degree Type
Architectural Studies	03AAS
Architectural 2D CAD	30Cert
Architectural Studies Design	30Cert
Architectural Studies Technology	30Cert
Architectural 3D CAD	30Cert

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action (ONE Action per template)

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

Improvements & Rationale for Action

Architecture has seen a steady decline in enrollment over the past few years. The decline in construction has led to a decline in architectural jobs. There are currently few opportunities for students with an associate degree in architecture.

At the same time several four year universities have approached the College to forge 2 + 2 agreements. This is a very new development. The College will finalize these agreements and seek to market the program as more of a transfer program. Conversations with UIUC will focus on designing a guaranteed third year admission into architecture very similar to the Harper agreement with UIUC for engineering.

The architecture program had been offering two tracks – one for design which offers transfer options to four year institutions and the other a technical option focused on employment as drafters upon completion. The program is going to scale back its offerings by discontinuing the technical option and placing its efforts on the design/transfer option and the 2+2 agreements that can be finalized.

**Harper College
Career and Technical Education Programs
Building Codes and Enforcement**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

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

Program Identification Information

6-digit CIP 46.0403	
Career Cluster Architecture and Construction	
Career Pathway Construction	
Program of Study Codes and Enforcement	
Community College Program Title Building Codes and Enforcement	Degree Type 30Cert

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action (ONE Action per template)

- X Continued with minor improvements
- Significantly modified
- Discontinued/Eliminated
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- Other, please specify:

Improvements & Rationale for Action

Since the economic recession and down turn in the economy, there has been very low enrollment in the Building Codes and Enforcement certificate program. This program had always been offered as a service to our district municipalities to provide training for their new code enforcement personnel. With few permits being issued there has been little need for code enforcement. Furthermore, local government training funds were severely cut meaning that there were few opportunities for our

municipalities to send students to the program.

As the housing market returns to “normal”, the College will be closely watching the enrollments in this program and working with local municipalities to determine the viability of this small program.

The College will also be examining whether this program should be offered as continuing education offerings.

**Harper College
Career and Technical Education Programs
Business Administration**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

Program Identification Information

6-digit CIP 52.0201	
Career Cluster Business Management & Administration	
Career Pathway General Management	
Program of Study Business Administration	
Community College Program Title	Degree Type
Business Administration	01AA
Business Administration	03AAS
General Management	30Cert
Advanced Management	30Cert

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action (ONE Action per template)

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

Improvements & Rationale for Action

- Over the past five years the Business Administration Department (formerly seven (7) separate degree areas): Banking, Finance and Credit; International Management; Management; Marketing; Mass Communications, Small Business Management and Supply Chain Management) has undergone a number of changes, modifications and

enhancements to meet student academic needs. Currently the Business Administration program represents two (2) associates degrees: two (2) Associates of Arts (Business Administration and Mass Communications); and one (1) Associates of Applied Science).

- The current structure/alignment of the Business Administration department has been designed to meet the current and future needs of a variety of student populations. It is anticipated that with the modified program alignment, and the feedback from various stakeholder groups (students, Advisory Committee, local businesses), the current Business Administration course offerings can be sustained in the near future. However, careful consideration should be given to developing course offerings that are more in line with the global marketplace.
- In line with Harper College's strategic initiative of *Completion* in 2011- the department began a process of identifying stackable career ladders across the Business Administration disciplines, specifically Management, Small Business Management, Human Resources Management and Supply Chain Management, Marketing and Mass Communications. Labor and industry statistics support the need to identify prospective workers with practical skills that employers need. Over the next decade employers are projecting strong job growth in the areas of business, manufacturing and healthcare.
- Using employer information and market employment outlook data (Illinois Occupational Outlook; ONEnet Workforce Brief; America's Career Information Net; Occupational Outlook Handbook and Career Information Systems) it was determined that in many cases, students can earn an industry-recognized certificate with 12 to 18 credits, find a job and return later to any community college in the state to work toward a higher-level certificate or Associates degree. Currently the Business Administration AAS degree provides eight (8) stackable certificates that lead to employment in the short-term, while creating an avenue for students to earn valuable workplace experience and provide an incentive to pursue transferable credential into a 4-year university.
- The department's Operational Analysis for 2011-2012 indicates (across all areas of specialization) a 15% increase in FTE (full time equivalent); and a 13% increase in enrollment (seat count). Conversely, the department has experienced a 10% decrease in revenue (over 2011), and a 3% decrease in department expenses, with a remaining 15% deficit overall. Despite the current financial climate and slight decrease in student enrollments at the institution, the Business Administration Department continues to provide adequate service to all students.
- The department's growth
 - Better scheduling/offering of classes to meet student's academic

needs. Specifically classes that are required as part of a certificate or degree program must be offered in a timely manner to ensure students complete their academic programs (Spring 2013).

- Identification of new populations of students at Harper and addressing their needs, i.e., courses that support the needs of Harper's district residents and businesses; and courses/programs that respond to the personal and professional aspirations of persons in the district (Fall 2013).
- Expansion of partnerships with high schools. Harper has a good level and quality of partnerships with high schools. This should continue to expand. The existing partnerships should be enhanced through multi-year agreements where appropriate and legally permitted (Fall 2013).
- Leverage its location and community ties by offering more courses that appeal to the communities in this district. These might include courses targeted to professionals, certificates or certification programs for different business disciplines, and perhaps courses that support entrepreneurial goals of persons in the district (Fall 2013).
- Expand online course offerings. The trends indicate that more students at Harper might be interested in having more classes which used online platforms such as BlackBoard (Fall 2013).
- Increase full-time faculty staff to include three (3) full-time faculty; an Associate or Assistant Dean for the Business & Social Science division (Fall 2014).
- Strengthening school to work issues. Identify internship opportunities as part of the educational requirements or options in an effort to support Harper's matriculation and persistence goal (.).
- Investigate the incorporation of 21st Century Programs that might appeal to Harper's current business students and better serve the district residents and the business community.

**Harper College
Career and Technical Education Programs
Dental Hygiene**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

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

Program Identification Information

6-digit CIP 51.0602	
Career Cluster Health Careers	
Career Pathway Therapeutic Services	
Program of Study Dental Hygienist	
Community College Program Title Dental Hygiene	Degree Type 03AAS

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action (ONE Action per template)

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

Improvements & Rationale for Action

Over the next 3-5 years, we predict the Dental Hygiene Program's enrollment will remain constant. The *American Dental Association's Accreditation Standards for Dental Hygiene Education Programs*, defines the number of hours of clinical practice for each student. Twice the number of students is accepted (36 annually) to available clinic space/chairs (18). With a total enrollment of 72 first and second-level students we cannot increase enrollment and maintain compliance with the

accreditation standard.

Operating analysis for 2001-2012 indicated a unit deficit of \$385,573. Tuition, fees, state reimbursement, and CTE formula provide 91% of the revenues that support the program. Clinic patient fees are included in the analysis in the other category and contribute 9% of the revenues. The tuition revenue reported includes only DHY course revenues. Consideration could be given to the additional revenue generated by the required non-DHY courses of currently enrolled students. There are fifty (50) DHY credit hours yet the total program consists of sixty-three (63) hours. The other thirteen (13) hours are generated from the following required courses: Microbiology-4 hours; Nutrition-3 hours, Speech-3 hours and Sociology-3 hours. In addition there are eighteen (18) prerequisite hours: Anatomy & Physiology-8 hours, Chemistry-4 hours, Psychology-3 hours, and English 3 hours. These revenues are not reflected in our cost analysis. In an effort to offer the program more cost effectively differential tuition has been implemented since 1999. The dental hygiene students pay 200% of the tuition rate for all dental hygiene courses.

In January 2007 the Commission on Dental Accreditation of the American Dental Association granted full accreditation status to the Dental Hygiene Program until 2014.

Improvements since last review:

- Numerous curriculum changes including integration of content reflective of changes in the scope of practice (legislated changes to the State of Illinois Dental Practice Act) of dental hygienists (pain management).

In-progress improvements:

- Incorporating dental technology into the dental hygiene clinical setting. The electronic patient record and dental-specific technology, i.e., digital radiography and intraoral cameras, are being integrated into the delivery of dental hygiene patient care services.
- Integration and use of curriculum mapping and management software to support in-department analysis of the curriculum.
- Changes in admission requirements to support stronger applicant pool with the intention of improving student success and program completion.
- Implementation of new (2013) American Dental Association Accreditation Standards in critical thinking and ethical reasoning, ethical decision making and professional responsibility.
- Improvement in competency assessment methods.
- Upgrading and replacement of aging equipment via the long range

capital equipment replacement plan.

**Harper College
Career and Technical Education Programs
Diagnostic Cardiac Sonography**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

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

Program Identification Information

6-digit CIP 51.0901	
Career Cluster Health Sciences	
Career Pathway Diagnostic Services	
Program of Study Diagnostic Cardiac Sonography	
Community College Program Title Previous Title: Cardiac Technology New Title: Diagnostic Cardiac Sonography Cardiographic Technician	Degree Type 03 AAS 30Cert

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action (ONE Action per template)

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

Improvements & Rationale for Action

The DMS AAS Degree and the CTE AAS Degree prepare diagnostic medical sonographers; highly-skilled professionals who use ultrasound equipment to record visual images of internal structures. They work in hospitals and out-patient settings producing these ultrasounds to assist
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physicians in diagnosing disease. The DMS degree prepares the graduate to secure their American Registry of Diagnostic Medical Sonography credentials and entry-level work in the abdomen and obstetrics/gynecology specialty areas; while the CTE degree prepares the graduate to secure their credential and entry-level work in the adult echo specialty area.

The CTE program is one of two CAAHEP accredited programs in the state, the other being John A. Logan College in Carterville, IL. The DMS program is one of five CAAHEP accredited programs in the state, the others being College of Dupage, Northwestern Memorial Hospital in Chicago, Southern Illinois University and Triton College. Triton College and College of Dupage are neighboring districts therefore there is competition for clinical sites.

In both programs we provide instruction in vascular sonography to meet the needs of area employers. In the CTE program we instruct in basic vascular sonography (neck and leg imaging) as cardiologists are increasingly performing these studies in their offices. In the DMS program we instruct in basic and advanced vascular sonography as these studies are being performed in the general ultrasound labs of our area hospitals. Recently we learned that Triton has followed our lead and is adding vascular instruction to their curriculum.

Both sonography programs are limited enrollment. Each year there are many more applicants than seats available. We accept 16 and 18 students each fall in the DMS and CTE programs respectively. Lab space allows for 18 students. The DMS is restricted to 16 new accepts each fall due to the lack of clinical sites. We project that enrollments will be stable over the next 3-5 years as sonography continues to be a popular career choice and the occupational outlook remains good for sonographers. According to the Society of Diagnostic Medical Sonographers 2013 Annual Salary Survey, the median salary for sonographers with less than 5 years and 5 to 10 years of experience is \$64,844 and \$74,880 respectively. The US Labor Department projects a 29% and 44% increase in employment opportunities for Cardiac and Medical (Abdominal/OBGyn) Sonographers respectively through 2020. Our employment statistics for years 2009 through 2011 have been 77-83% for the DMS program and 75-78% employment for the CTE program. Our credentialing statistics for years 2008 through 2011 have been 75-100% for the DMS program and 77-100% employment for the CTE program, well above the accreditation benchmark.

The program goal (for both degrees) states that the graduate possesses the professional skill, clinical knowledge, and clinical skill to be a competent entry level sonographer. The program outcomes state that the

graduate:

- recognizes significant clinical information that impacts the sonographic examination
- recognizes abnormal sonographic findings
- maintains a safe environment for him or herself and the patient
- applies concepts of ultrasound physics when imaging
- performs the necessary types of examinations in their specialty area
- performs the required modalities
- obtains quality images in a timely fashion
- performs a comprehensive diagnostic ultrasound examination
- demonstrates appropriate clinical judgment
- meets the professional expectations of the clinical environment
- communicates effectively with patients and members of the healthcare team
- is positioned to pursue a career as a sonographer

The measures we use to assess the degree to which students achieve these outcomes include: intern performance surveys, graduate surveys, employer surveys, student and staff program resource surveys, proficiency/competency testing with rubrics (examples: imaging, interpretation, and patient care/professional skill competencies in the classroom, lab, and clinical settings), actual and simulated ARDMS credentialing statistics, and employment statistics.

Our program is required to formally participate in outcomes assessment by the college to meet the requirements of the Higher Learning Commission and by the body that conducts our programmatic accreditation, the Joint Review Committee on Diagnostic Medical Sonography on behalf of the Commission on Accreditation of Allied Health Education Programs. It is important to note that both programs consistently meet assessment criteria and accreditation standards.

The programs are very receptive to feedback from stakeholders regarding program strengths, weaknesses, and opportunities for the future. A multitude of actions have been taken over the last 5 years in response to feedback from graduates, employers, career advisory committee members, departmental faculty, and the division dean to ensure a relevant curriculum and instructional experience.

The sonography programs are academically rigorous and require that the student bring certain aptitudes to the table. Therefore, sonography programs experience higher than normal attrition. From 2008-2011, we at times experienced attrition exceeding the accreditation goal of 20%. Action plans to date have included instituting higher admission requirements, expanding our student orientation program, and most recently curriculum revision to spread the more challenging first year

coursework over two semesters.

The programs staff all coursework with qualified faculty. The majority of program faculty are credentialed sonographers, which requires that they secure a minimum of 30 continuing medical education credits every three years.

Though our students routinely rate our equipment and facilities as meeting their needs on program surveys, feedback regarding lab crowding have been documented due to the fact that three programs share the diagnostic imaging lab space: CTE, DMS, Radiologic Technology. A short term remodeling plan which would secure additional space for the DMS and CTE programs was submitted and approved fiscal year 2012-2013. However, the only action to date has been one meeting with the campus architect.

Ultrasound technology is always evolving. Hospitals readily replace old equipment with newer generation equipment. Therefore, it is our responsibility to instruct students on ultrasound systems being used in the field. Fortunately, our administration recognizes this need and has replaced several aging systems over the past five years. Also, I have outlined our future equipment replacement needs to ensure that they are accurately reflected in the college's long range capital equipment replacement plan.

In recent years the CTE and DMS Programs have demonstrated modest profits (\$20-40,000). However, on an alternating basis each program has demonstrated a deficit (-\$90,000) due to the purchase of a new piece of ultrasound equipment. Deficits have been modest considering students are being trained in small groups on highly technical and expensive equipment. Also, the budget does not take into consideration the number of dollars brought into the college by students taking 17-18 credit hours of general education coursework in order to apply to these highly sought after programs; or the 14 credit hours of general education and health science coursework that students complete while in the program. In addition, we have affiliation agreements with surrounding districts to offer this expensive and highly technical program. Replacing outdated equipment on a regular basis is a necessary expenditure. While revenue could be raised by accepting more students; employment statistics and limited lab space and clinical sites do not support such a move. However, the recent increase in credit hours as a result of the major curriculum revision could generate additional income for both programs.

The programs have been involved in several activities with "experts" to develop a relevant curriculum that produces competent entry level sonographers. The activities have included a review of the National

Education Curriculum for Sonography published in 2008 and participation in initial program accreditation in 2008 and program reaccreditation in 2013 by the Joint Review Committee on Diagnostic Medical Sonography appointed by the Commission on Accreditation of Allied Health Education Programs.

In Conclusion the following program revisions and recommendations should be noted:

- Because the degree title did not convey a sonography focus, The Cardiac Technology Degree was renamed the Diagnostic Cardiac Sonography Degree through curriculum revision effective fall 2013.
- Both degrees have undergone significant needed curriculum revision. The DCS and DMS degrees are now 69-70 and 71-72 credit hours respectively. These new course offerings need to be monitored and adjusted where necessary.
- There is competition for DMS clinical sites in our region because three community colleges offer DMS programs. Therefore, program enrollment should be monitored and no additional programs should be approved in this region. Colleges need to assist programs in identify additional clinical sites.
- Due to crowding, a short term remodeling plan to secure additional space for the DMS/DCS programs was submitted and approved fiscal year 2012-2013 but not addressed. Program goal is to pursue completion of this needed remodeling project.
- The program has a responsibility to instruct students on ultrasound systems being used in the field; therefore the program's equipment replacement needs must be reflected in the college's long range capital equipment replacement plan.

**Harper College
Career and Technical Education Programs
Diagnostic Medical Sonography**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

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

Program Identification Information

6-digit CIP 51.0910	
Career Cluster Health Sciences	
Career Pathway Diagnostic Services	
Program of Study Diagnostic Medical (Abdominal and Obstetrical/Gynecological) Sonography	
Community College Program Title Diagnostic Medical Sonography	Degree Type 03AAS

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action (ONE Action per template)

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

Improvements & Rationale for Action

The DMS AAS Degree and the CTE AAS Degree prepare diagnostic medical sonographers; highly-skilled professionals who use ultrasound equipment to record visual images of internal structures. They work in hospitals and out-patient settings producing these ultrasounds to assist physicians in diagnosing disease. The DMS degree prepares the graduate to secure their American Registry of Diagnostic Medical Sonography credentials and entry-level work in the abdomen and

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- performs the required modalities
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- performs a comprehensive diagnostic ultrasound examination
- demonstrates appropriate clinical judgment
- meets the professional expectations of the clinical environment
- communicates effectively with patients and members of the healthcare team
- is positioned to pursue a career as a sonographer

The measures we use to assess the degree to which students achieve these outcomes include: intern performance surveys, graduate surveys, employer surveys, student and staff program resource surveys, proficiency/competency testing with rubrics (examples: imaging, interpretation, and patient care/professional skill competencies in the classroom, lab, and clinical settings), actual and simulated ARDMS credentialing statistics, and employment statistics.

Our program is required to formally participate in outcomes assessment by the college to meet the requirements of the Higher Learning Commission and by the body that conducts our programmatic accreditation, the Joint Review Committee on Diagnostic Medical Sonography on behalf of the Commission on Accreditation of Allied Health Education Programs. It is important to note that both programs consistently meet assessment criteria and accreditation standards.

The programs are very receptive to feedback from stakeholders regarding program strengths, weaknesses, and opportunities for the future. A multitude of actions have been taken over the last 5 years in response to feedback from graduates, employers, career advisory committee members, departmental faculty, and the division dean to ensure a relevant curriculum and instructional experience.

The sonography programs are academically rigorous and require that the student bring certain aptitudes to the table. Therefore, sonography programs experience higher than normal attrition. From 2008-2011, we at times experienced attrition exceeding the accreditation goal of 20%. Action plans to date have included instituting higher admission requirements, expanding our student orientation program, and most recently curriculum revision to spread the more challenging first year coursework over two semesters.

The programs staff all coursework with qualified faculty. The majority of

program faculty are credentialed sonographers, which requires that they secure a minimum of 30 continuing medical education credits every three years.

Though our students routinely rate our equipment and facilities as meeting their needs on program surveys, feedback regarding lab crowding have been documented due to the fact that three programs share the diagnostic imaging lab space: CTE, DMS, Radiologic Technology. A short term remodeling plan which would secure additional space for the DMS and CTE programs was submitted and approved fiscal year 2012-2013. However, the only action to date has been one meeting with the campus architect.

Ultrasound technology is always evolving. Hospitals readily replace old equipment with newer generation equipment. Therefore, it is our responsibility to instruct students on ultrasound systems being used in the field. Fortunately, our administration recognizes this need and has replaced several aging systems over the past five years. Also, I have outlined our future equipment replacement needs to ensure that they are accurately reflected in the college's long range capital equipment replacement plan.

In recent years the CTE and DMS Programs have demonstrated modest profits (\$20-40,000). However, on an alternating basis each program has demonstrated a deficit (-\$90,000) due to the purchase of a new piece of ultrasound equipment. Deficits have been modest considering students are being trained in small groups on highly technical and expensive equipment. Also, the budget does not take into consideration the number of dollars brought into the college by students taking 17-18 credit hours of general education coursework in order to apply to these highly sought after programs; or the 14 credit hours of general education and health science coursework that students complete while in the program. In addition, we have affiliation agreements with surrounding districts to offer this expensive and highly technical program. Replacing outdated equipment on a regular basis is a necessary expenditure. While revenue could be raised by accepting more students; employment statistics and limited lab space and clinical sites do not support such a move. However, the recent increase in credit hours as a result of the major curriculum revision could generate additional income for both programs.

The programs have been involved in several activities with "experts" to develop a relevant curriculum that produces competent entry level sonographers. The activities have included a review of the National Education Curriculum for Sonography published in 2008 and participation in initial program accreditation in 2008 and program reaccreditation in 2013 by the Joint Review Committee on Diagnostic Medical Sonography

appointed by the Commission on Accreditation of Allied Health Education Programs.

In Conclusion the following program revisions and recommendations should be noted:

- Because the degree title did not convey a sonography focus, The Cardiac Technology Degree was renamed the Diagnostic Cardiac Sonography Degree through curriculum revision effective fall 2013.
- Both degrees have undergone significant needed curriculum revision. The DCS and DMS degrees are now 69-70 and 71-72 credit hours respectively. These new course offerings need to be monitored and adjusted where necessary.
- There is competition for DMS clinical sites in our region because three community colleges offer DMS programs. Therefore, program enrollment should be monitored and no additional programs should be approved in this region. Colleges need to assist programs in identify additional clinical sites.
- Due to crowding, a short term remodeling plan to secure additional space for the DMS/DCS programs was submitted and approved fiscal year 2012-2013 but not addressed. Program goal is to pursue completion of this needed remodeling project.
- The program has a responsibility to instruct students on ultrasound systems being used in the field; therefore the program's equipment replacement needs must be reflected in the college's long range capital equipment replacement plan.

**Harper College
Career and Technical Education Programs
Dietetic Technician**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

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

Program Identification Information

6-digit CIP 51.3103	
Career Cluster Health Sciences	
Career Pathway Support Services	
Program of Study Food and Nutrition	
Community College Program Title Dietetic Technician Dietary Manager	Degree Type 03AAS 30Cert

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action (ONE Action per template)

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

Improvements & Rationale for Action

<p>The mission of the Dietetic Technician Program is to prepare competent entry level professionals able to serve the community, consumers and employers in the area of food, nutrition and dietetics. The program goals are:</p> <ul style="list-style-type: none"> • The program will prepare its graduates to be employed in areas of

foods, nutrition or dietetics; or to continue their education at a higher level.

- The program will prepare competent entry level dietetic technicians.

Success of graduates is evaluated in a number of ways. A 2009-2012 graduate survey administered by the Office of Research revealed that 50% of graduates who responded were employed either part-time or full-time as a Dietetic Technician. All respondents indicated being very prepared or somewhat prepared to practice as an entry level dietetic technician after graduation with the majority reporting being very prepared. Over half of respondents also indicated they were very prepared for the majority of the 14 entry level competencies surveyed.

Another measure of graduate preparation is performance by those taking the National Registration Examination for Dietetic Technicians. A five year summary of performance by Harper graduates shows a 73% passing rate for first-time takers. This exceeds the required target of 70% set by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

According to the Market Analysis for Dietetic Technician prepared by the Office of Research, for the years 2008-2018, in the Chicagoland area, openings for dietetic technicians will grow approximately 30% and new positions will account for one half of all job openings. The 2004- 2014 projection for openings was 10%. The new projection reflects a continued demand for Dietetic Technicians in the workplace.

Enrollments in DIT courses have steadily increased over the last 5 years. This increase has occurred as a result of the continued interest in nutrition. In addition, interest in the Dietetic Technician degree is strong with an increase of 34% enrollment over the past 2 years. This is in contrast to the overall college enrollment which has been declining slightly.

The Dietetic Technician Program has seen a unit surplus every year over the past five years. Student enrollment adequately supports program expenses.

Accreditation of the Dietetic Technician Program by ACEND, allows graduates to be eligible to take the National Registration Examination for Dietetic Technicians. Successful completion of this examination allows the graduate to use the title Dietetic Technician, Registered (DTR). The following plans are in place to maintain 1) program accreditation, 2) support success of the graduate on the registration examination and 3) assure success of the graduate in the workplace:

- Beginning Fall 2013, the following curriculum changes will go into

effect:

- HSC 105 will be replaced with a new course, DIT 103, The Nutrition Care Process
- DIT 201 will change its title from Community Nutrition to Nutrition Education Techniques to reflect change in course content
- DIT 203, Profession of Dietetics, will be eliminated and replaced with HSC 165, Basic Pharmacology
- Prerequisites and Co- requisites were revised to assure student is prepared for success in classes
- A two day Dietetic Technician Registration Examination Review Class is now part of DIT 250, Clinical Laboratory III.
- A Simulation Patient activity has been added to both DIT 150 and DIT 200 prior to the student starting supervised practice to better prepare them for this experience.
- Continuation of seeking out and establishing affiliation agreements with clinical sites to accommodate student placement and provide “on-hands” experience

Finally, as a result of program assessment, the following strategies are planned to direct program improvement over the next 5 years:

- Complete ACEND 5 year Program Assessment Report required for maintenance of accreditation
- Implement the new curriculum revisions
- Support addition of a faculty member to handle increased enrollments particularly in clinical laboratory courses
- Emphasize the value of taking the Registration Examination upon graduation throughout the curriculum
- Identify, recruit and pursue contracts with qualified supervised practice sites
- Continue to monitor Program Pass Rate
- Review/revise program as necessary to meet ACEND Standards
- Incorporate more Simulation Patient Experiences into curriculum
- Develop marketing strategies to enhance visibility of DTR’s in the community (both prospective students and employers)
- Develop transfer guides/articulation agreements for students seeking Bachelor degrees

**Harper College
Career and Technical Education Programs
E-Commerce Business**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

Program Identification Information

6-digit CIP 52.0208	
Career Cluster Business Management & Administration	
Career Pathway General Management	
Program of Study Business Administration	
Community College Program Title E-Commerce Business	Degree Type 30Cert

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action (ONE Action per template)

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

Improvements & Rationale for Action

- Over the past five years the Business Administration Department (formerly seven (7) separate degree areas): Banking, Finance and Credit; International Management; Management; Marketing; Mass Communications, Small Business Management and Supply Chain Management) has undergone a number of changes, modifications and enhancements to meet student academic needs. Currently the Business Administration program represents two (2) associates degrees: two (2) Associates of Arts (Business Administration and

- Mass Communications); and one (1) Associates of Applied Science).
- The current structure/alignment of the Business Administration department has been designed to meet the current and future needs of a variety of student populations. It is anticipated that with the modified program alignment, and the feedback from various stakeholder groups (students, Advisory Committee, local businesses), the current Business Administration course offerings can be sustained in the near future. However, careful consideration should be given to developing course offerings that are more in line with the global marketplace.
 - In line with Harper College's strategic initiative of *Completion* in 2011- the department began a process of identifying stackable career ladders across the Business Administration disciplines, specifically Management, Small Business Management, Human Resources Management and Supply Chain Management, Marketing and Mass Communications. Labor and industry statistics support the need to identify prospective workers with practical skills that employers need. Over the next decade employers are projecting strong job growth in the areas of business, manufacturing and healthcare.
 - Using employer information and market employment outlook data (Illinois Occupational Outlook; ONEnet Workforce Brief; America's Career Information Net; Occupational Outlook Handbook and Career Information Systems) it was determined that in many cases, students can earn an industry-recognized certificate with 12 to 18 credits, find a job and return later to any community college in the state to work toward a higher-level certificate or Associates degree. Currently the Business Administration AAS degree provides eight (8) stackable certificates that lead to employment in the short-term, while creating an avenue for students to earn valuable workplace experience and provide an incentive to pursue transferable credential into a 4-year university.
 - The department's Operational Analysis for 2011-2012 indicates (across all areas of specialization) a 15% increase in FTE (full time equivalent); and a 13% increase in enrollment (seat count). Conversely, the department has experienced a 10% decrease in revenue (over 2011), and a 3% decrease in department expenses, with a remaining 15% deficit overall. Despite the current financial climate and slight decrease in student enrollments at the institution, the Business Administration Department continues to provide adequate service to all students.
 - The department's growth
 - Better scheduling/offering of classes to meet student's academic needs. Specifically classes that are required as part of a certificate or degree program must be offered in a timely manner to ensure students complete their academic programs (Spring 2013).

- Identification of new populations of students at Harper and addressing their needs, i.e., courses that support the needs of Harper's district residents and businesses; and courses/programs that respond to the personal and professional aspirations of persons in the district (Fall 2013).
- Expansion of partnerships with high schools. Harper has a good level and quality of partnerships with high schools. This should continue to expand. The existing partnerships should be enhanced through multi-year agreements where appropriate and legally permitted (Fall 2013).
- Leverage its location and community ties by offering more courses that appeal to the communities in this district. These might include courses targeted to professionals, certificates or certification programs for different business disciplines, and perhaps courses that support entrepreneurial goals of persons in the district (Fall 2013).
- Expand online course offerings. The trends indicate that more students at Harper might be interested in having more classes which used online platforms such as BlackBoard (Fall 2013).
- Increase full-time faculty staff to include three (3) full-time faculty; an Associate or Assistant Dean for the Business & Social Science division (Fall 2014).
- Strengthening school to work issues. Identify internship opportunities as part of the educational requirements or options in an effort to support Harper's matriculation and persistence goal (.).
- Investigate the incorporation of 21st Century Programs that might appeal to Harper's current business students and better serve the district residents and the business community.

**Harper College
Career and Technical Education Programs
Emergency and Disaster Management**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

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

Program Identification Information

6-digit CIP 43.0301	
Career Cluster Law, Public Safety, Corrections, & Security	
Career Pathway Emergency & Fire Management Services	
Program of Study Emergency and Disaster Management	
Community College Program Title	Degree Type
Emergency and Disaster Management	03AAS
Public Safety Dispatcher	30Cert
Emergency and Disaster Management	20Cert

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action (ONE Action per template)

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

Improvements & Rationale for Action

Employment of workers in Emergency and Disaster Management occupations is expected to grow by 22% over the 2010-2020 decade, which is above average for most occupations. However, there is a much greater focus on disaster preparation since September 11, 2001 when our Country was attacked. More organizations are willing to spend money on

disaster and emergency preparation.

According to a November 2010 job search of open positions for emergency management professionals on *USAJobs.gov*, the salary range for mid-level employees, depending on the area of expertise, management level, certification and prior experience, is from \$30,000-\$140,000 per year. A similar search on *EnvironmentalPrograms.net* revealed an average of approximately \$64,000 per year. If you have excellent leadership skills and plenty of stamina, the emergency management industry is one of the most rapidly growing job sectors in America.

The EMG program is intended to prepare—or meet the occupation requirements of—men and women who fulfill emergency management roles at the local, state and federal levels. A full-time student may complete this 61-63 credit-hour program in two years. Part-time options for completion are offered, as well. Continuing this program will prepare and enhance the skills of 1st Responders.

The Emergency & Disaster Management Program continues to grow in enrollment over the past 3-years that have more than paid for itself in revenue generated from course credit costs and fees. A review of the Financial Reports for FY's 2009-2012 shows a surplus (profit) of \$119,025.00 over the 3-year period. Even though this is a fairly new program with much room for expansion, it has been a very profitable program for Harper College.

The principal recommendations are identified below:

- Continue to keep the EMG program curriculum updated, coinciding with national and industry standards according to the FEMA model.
- Attempt to implement once again, the “Fast Track” class program for General Education courses to existing Public Safety personnel that include Emergency-Disaster Managers, Firefighters, and Police Officers in order to meet their general education credit needs.
- Establish a Public Safety Resource Center that can join the resources from Emergency and Disaster Management, Fire Science Technology, Law Enforcement and Justice Administration, Forensics, Building Codes and Enforcement, and Emergency Medical Services in one convenient location.
- Work closer with the Marketing Department to develop a Public Safety Web page for all public safety programs, as well as provide a greater emphasis on marketing the new curriculum
- Substantially increase marketing and promotion of the EMG Program, including more open houses, high school career days, meeting with local civic organizations, and cable access

- Have a dedicated classroom with training aids and props for the EMG program.
- Purchase additional training aids for practical demonstrations
- Utilize local village EMA organizations for “hands-on” practical training
- Explore the offering of USFA FEMA and Homeland Security courses at Harper College.
- Explore the offering of EMG classes on Saturday morning
- Offer additional staff development seminars that would include instructors from other local community colleges and EMA agencies
- Standardize all syllabi, testing, instructional delivery, and course objectives, by all full-time and part-time faculty to insure consistency in multiple course sections
- Purchase simulator equipment for scenarios training (practicum)
- Add more Adjunct Instructors as needed to increase section and course offerings.

**Harper College
Career and Technical Education Programs
Emergency Medical Services**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

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

Program Identification Information

6-digit CIP 51.0904	
Career Cluster Health Sciences	
Career Pathway Diagnostic Services	
Program of Study Emergency Medical Services	
Community College Program Title Emergency Medical Services Paramedic	Degree Type 03AAS 30Cert

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action (ONE Action per template)

- 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 Emergency Medical Services program has experienced steady enrollment during the past several years admitting approximately 60 each semester for the EMT Basic Certificate program and 40 each semester for the Paramedic program. The passing rate for program completers on the

State of Illinois Paramedic exam is consistently among the very highest in the state.

There has been a dramatic shift in the students in the program. In previous years almost all were employees of area fire departments or ambulance services with a few independent students. Now there are many more independent students. Area fire departments were reluctant to take on this many independent students since they dramatically increased their staffing costs. A course fee was added to the field internship class to cover these increased costs.

The Emergency Medical Services program is regulated by both the state and national agencies. These regulations have changed requiring the program to increase student contact hours. The program has responded and is in full compliance with both state and national guidelines.

Because state and national standards are requiring more contact hours, the curriculum will be revised to reflect this.

Keeping solid relationships with the area fire departments will be a continuous requirement to keeping the program viable.

**Harper College
Career and Technical Education Programs
Emergency Medical Services: EMT Basic**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

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

Program Identification Information

6-digit CIP 51.0810	
Career Cluster Health Sciences	
Career Pathway Diagnostic Services	
Program of Study Emergency Medical Services	
Community College Program Title Emergency Medical Services: EMT Basic	Degree Type 30Cert

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action (ONE Action per template)

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

Improvements & Rationale for Action

<p>The Emergency Medical Services program has experienced steady enrollment during the past several years admitting approximately 60 each semester for the EMT Basic Certificate program and 40 each semester for the Paramedic program. The passing rate for program completers on the State of Illinois Paramedic exam is consistently among the very highest in the state.</p>

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The Emergency Medical Services program is regulated by both the state and national agencies. These regulations have changed requiring the program to increase student contact hours. The program has responded and is in full compliance with both state and national guidelines.

Because state and national standards are requiring more contact hours, the curriculum will be revised to reflect this.

Keeping solid relationships with the area fire departments will be a continuous requirement to keeping the program viable.

**Harper College
Career and Technical Education Programs
Financial Management**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

Program Identification Information

6-digit CIP 52.0803	
Career Cluster Business Management & Administration	
Career Pathway General Management	
Program of Study Business Administration	
Community College Program Title Financial Management	Degree Type 30Cert

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action (ONE Action per template)

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

Improvements & Rationale for Action

- | |
|---|
| <ul style="list-style-type: none"> • Over the past five years the Business Administration Department (formerly seven (7) separate degree areas): Banking, Finance and Credit; International Management; Management; Marketing; Mass Communications, Small Business Management and Supply Chain Management) has undergone a number of changes, modifications and enhancements to meet student academic needs. Currently the Business Administration program represents two (2) associates |
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- degrees: two (2) Associates of Arts (Business Administration and Mass Communications); and one (1) Associates of Applied Science).
- The current structure/alignment of the Business Administration department has been designed to meet the current and future needs of a variety of student populations. It is anticipated that with the modified program alignment, and the feedback from various stakeholder groups (students, Advisory Committee, local businesses), the current Business Administration course offerings can be sustained in the near future. However, careful consideration should be given to developing course offerings that are more in line with the global marketplace.
 - In line with Harper College's strategic initiative of *Completion* in 2011- the department began a process of identifying stackable career ladders across the Business Administration disciplines, specifically Management, Small Business Management, Human Resources Management and Supply Chain Management, Marketing and Mass Communications. Labor and industry statistics support the need to identify prospective workers with practical skills that employers need. Over the next decade employers are projecting strong job growth in the areas of business, manufacturing and healthcare.
 - Using employer information and market employment outlook data (Illinois Occupational Outlook; ONEnet Workforce Brief; America's Career Information Net; Occupational Outlook Handbook and Career Information Systems) it was determined that in many cases, students can earn an industry-recognized certificate with 12 to 18 credits, find a job and return later to any community college in the state to work toward a higher-level certificate or Associates degree. Currently the Business Administration AAS degree provides eight (8) stackable certificates that lead to employment in the short-term, while creating an avenue for students to earn valuable workplace experience and provide an incentive to pursue transferable credential into a 4-year university.
 - The department's Operational Analysis for 2011-2012 indicates (across all areas of specialization) a 15% increase in FTE (full time equivalent); and a 13% increase in enrollment (seat count). Conversely, the department has experienced a 10% decrease in revenue (over 2011), and a 3% decrease in department expenses, with a remaining 15% deficit overall. Despite the current financial climate and slight decrease in student enrollments at the institution, the Business Administration Department continues to provide adequate service to all students.
 - The department's growth
 - Better scheduling/offering of classes to meet student's academic needs. Specifically classes that are required as part of a certificate or degree program must be offered in a timely manner to ensure

students complete their academic programs (Spring 2013).

- Identification of new populations of students at Harper and addressing their needs, i.e., courses that support the needs of Harper's district residents and businesses; and courses/programs that respond to the personal and professional aspirations of persons in the district (Fall 2013).
- Expansion of partnerships with high schools. Harper has a good level and quality of partnerships with high schools. This should continue to expand. The existing partnerships should be enhanced through multi-year agreements where appropriate and legally permitted (Fall 2013).
- Leverage its location and community ties by offering more courses that appeal to the communities in this district. These might include courses targeted to professionals, certificates or certification programs for different business disciplines, and perhaps courses that support entrepreneurial goals of persons in the district (Fall 2013).
- Expand online course offerings. The trends indicate that more students at Harper might be interested in having more classes which used online platforms such as BlackBoard (Fall 2013).
- Increase full-time faculty staff to include three (3) full-time faculty; an Associate or Assistant Dean for the Business & Social Science division (Fall 2014).
- Strengthening school to work issues. Identify internship opportunities as part of the educational requirements or options in an effort to support Harper's matriculation and persistence goal (.).
- Investigate the incorporation of 21st Century Programs that might appeal to Harper's current business students and better serve the district residents and the business community.

**Harper College
Career and Technical Education Programs
Fire Science Technology**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

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

Program Identification Information

6-digit CIP 43.0203	
Career Cluster Law, Public Safety, Corrections, & Security	
Career Pathway Emergency & Fire Management Services	
Program of Study Fire Science/Firefighting	
Community College Program Title Fire Science Technology	Degree Type 03AAS

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action (ONE Action per template)

- 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 60 credit Fire Science Program is applicable to current firefighters and fire officers, as well as those wishing to enter the fire service. Many fire departments now require a 2-year AAS degree in Fire Science before the student is eligible for entry-level positions, while other departments offer promotional and salary incentives to AAS Degree Program graduates.

Many of the courses offered are correlated and accredited with the Office of the Illinois State Fire Marshal and count toward requirements for Instructor I, Instructor II, Fire Officer I, Fire Officer II, Fire Apparatus Engineer, Hazardous Materials 1st Responder and Technician. Other areas of employment for Fire Science graduates include fire equipment sales and service, municipal fire protection, fire prevention and inspection positions in industry and private insurance companies, industrial fire brigades, and emergency medical services.

The student population currently attracted to the Fire Science Technology (FIS) program is comprised of those seeking the position of firefighter and firefighters seeking promotion to Fire Officer. The primary goal of the program is to provide the student populations the educational experiences required by the fire protection career of their choice. The program's objectives are to comprehensively cover the all aspects of fire science technology for both the individual aspiring to become a firefighter, as well as those wishing to advance to a fire officer rank. It is a well-rounded program that will allow the graduates of this program to be more qualified for a wider range of responsibilities, as demanded by the fire service community.

Employment of workers in firefighting occupations is expected to grow by 14 percent over the 2010-2020 decade, which is as fast as the average for all occupations. However the interest in public service positions such as Firefighters and Police Officers has dramatically increased since September 11, 2001 when our Country was attacked. This interest has been a driving force in the growth of Fire Science Students these past 12-years.

A review of the Financial Reports for FY's 2003-2007 shows a surplus (profit) of \$426,711.00 over the 5-year period, and FY's 2007-2012 shows a surplus (profit) of \$900,662 over this second 5-year period. Since 2002, the FIS Program has made \$1,327,373.00 profit making the Fire Science Department one of the leading profit producing career programs at Harper College during that 10- year period of time.

Recommendation highlights include:

- Explore additional staffing and facilities based on enrollment growth. Ideally, a new Public Safety Training Facility is needed in order to meet current needs. This new facility needs to have more interactive classrooms and a practical “hands-on” area for several of the FIS skills courses.
- Place more emphasis on job placement for graduates
- Fast Track general education course options need to be put in place for firefighters

**Harper College
Career and Technical Education Programs
Health Care Office Manager**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

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

Program Identification Information

6-digit CIP 51.0716	
Career Cluster Health Sciences	
Career Pathway Health Informatics	
Program of Study Medical Office Management	
Community College Program Title Health Care Office Manager Health Care Office Assistant	Degree Type 03AAS 30Cert

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action (ONE Action per template)

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

Improvements & Rationale for Action

<p>In the Health Care Office Manager AAS program, the externship (MOA 265) was replaced with (MOA 299) Capstone Project in 2010. No other significant changes are intended for this program.</p> <p>Health Care Secretary certificate name was changed to Health Care</p>

Office Assistant. ENG 101 was added to the curriculum in 2012. Enrollment has steadily increased in the past year. Enrollment is expected to increase steadily in the next several years due to the new health care reform laws. Health Care Reform is expected to create many new jobs in this area.

**Harper College
Career and Technical Education Programs
Health Insurance Specialist**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

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

Program Identification Information

6-digit CIP 51.0713	
Career Cluster Health Sciences	
Career Pathway Health Informatics	
Program of Study Medical Office Management	
Community College Program Title Health Insurance Specialist	Degree Type 20Cert

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action (ONE Action per template)

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

Improvements & Rationale for Action

In the Health Insurance Specialist certificate only minor revisions have been made to this program in the past five years. ENG 101 was added to the curriculum in 2012. This program has had a steady enrollment in the past five years. Enrollment is expected to increase in the next several years due to the new health care reform laws. Health Care Reform is expected to create many new jobs in this area.

**Harper College
Career and Technical Education Programs
Human Resource Management**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

Program Identification Information

6-digit CIP 52.1001	
Career Cluster Business Management & Administration	
Career Pathway General Management	
Program of Study Business Administration	
Community College Program Title Human Resource Management	Degree Type 30Cert

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action (ONE Action per template)

- Continued with minor improvements
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
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- Other, please specify:

Improvements & Rationale for Action

- Over the past five years the Business Administration Department (formerly seven (7) separate degree areas): Banking, Finance and Credit; International Management; Management; Marketing; Mass Communications, Small Business Management and Supply Chain Management) has undergone a number of changes, modifications and enhancements to meet student academic needs. Currently the Business Administration program represents two (2) associates degrees: two (2) Associates of Arts (Business Administration and Mass Communications); and one (1) Associates of Applied Science).

- The current structure/alignment of the Business Administration department has been designed to meet the current and future needs of a variety of student populations. It is anticipated that with the modified program alignment, and the feedback from various stakeholder groups (students, Advisory Committee, local businesses), the current Business Administration course offerings can be sustained in the near future. However, careful consideration should be given to developing course offerings that are more in line with the global marketplace.
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- The department's Operational Analysis for 2011-2012 indicates (across all areas of specialization) a 15% increase in FTE (full time equivalent); and a 13% increase in enrollment (seat count). Conversely, the department has experienced a 10% decrease in revenue (over 2011), and a 3% decrease in department expenses, with a remaining 15% deficit overall. Despite the current financial climate and slight decrease in student enrollments at the institution, the Business Administration Department continues to provide adequate service to all students.
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 - Better scheduling/offering of classes to meet student's academic needs. Specifically classes that are required as part of a certificate or degree program must be offered in a timely manner to ensure students complete their academic programs (Spring 2013).
 - Identification of new populations of students at Harper and

addressing their needs, i.e., courses that support the needs of Harper's district residents and businesses; and courses/programs that respond to the personal and professional aspirations of persons in the district (Fall 2013).

- Expansion of partnerships with high schools. Harper has a good level and quality of partnerships with high schools. This should continue to expand. The existing partnerships should be enhanced through multi-year agreements where appropriate and legally permitted (Fall 2013).
- Leverage its location and community ties by offering more courses that appeal to the communities in this district. These might include courses targeted to professionals, certificates or certification programs for different business disciplines, and perhaps courses that support entrepreneurial goals of persons in the district (Fall 2013).
- Expand online course offerings. The trends indicate that more students at Harper might be interested in having more classes which used online platforms such as BlackBoard (Fall 2013).
- Increase full-time faculty staff to include three (3) full-time faculty; an Associate or Assistant Dean for the Business & Social Science division (Fall 2014).
- Strengthening school to work issues. Identify internship opportunities as part of the educational requirements or options in an effort to support Harper's matriculation and persistence goal (.).
- Investigate the incorporation of 21st Century Programs that might appeal to Harper's current business students and better serve the district residents and the business community.

**Harper College
Career and Technical Education Programs
International Business**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

Program Identification Information

6-digit CIP 52.1101	
Career Cluster Business Management & Administration	
Career Pathway General Management	
Program of Study Business Administration	
Community College Program Title International Business	Degree Type 30Cert

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action (ONE Action per template)

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

Improvements & Rationale for Action

- Over the past five years the Business Administration Department (formerly seven (7) separate degree areas): Banking, Finance and Credit; International Management; Management; Marketing; Mass Communications, Small Business Management and Supply Chain Management) has undergone a number of changes, modifications and enhancements to meet student academic needs. Currently the Business Administration program represents two (2) associates degrees: two (2) Associates of Arts (Business Administration and

- Mass Communications); and one (1) Associates of Applied Science).
- The current structure/alignment of the Business Administration department has been designed to meet the current and future needs of a variety of student populations. It is anticipated that with the modified program alignment, and the feedback from various stakeholder groups (students, Advisory Committee, local businesses), the current Business Administration course offerings can be sustained in the near future. However, careful consideration should be given to developing course offerings that are more in line with the global marketplace.
 - In line with Harper College's strategic initiative of *Completion* in 2011- the department began a process of identifying stackable career ladders across the Business Administration disciplines, specifically Management, Small Business Management, Human Resources Management and Supply Chain Management, Marketing and Mass Communications. Labor and industry statistics support the need to identify prospective workers with practical skills that employers need. Over the next decade employers are projecting strong job growth in the areas of business, manufacturing and healthcare.
 - Using employer information and market employment outlook data (Illinois Occupational Outlook; ONEnet Workforce Brief; America's Career Information Net; Occupational Outlook Handbook and Career Information Systems) it was determined that in many cases, students can earn an industry-recognized certificate with 12 to 18 credits, find a job and return later to any community college in the state to work toward a higher-level certificate or Associates degree. Currently the Business Administration AAS degree provides eight (8) stackable certificates that lead to employment in the short-term, while creating an avenue for students to earn valuable workplace experience and provide an incentive to pursue transferable credential into a 4-year university.
 - The department's Operational Analysis for 2011-2012 indicates (across all areas of specialization) a 15% increase in FTE (full time equivalent); and a 13% increase in enrollment (seat count). Conversely, the department has experienced a 10% decrease in revenue (over 2011), and a 3% decrease in department expenses, with a remaining 15% deficit overall. Despite the current financial climate and slight decrease in student enrollments at the institution, the Business Administration Department continues to provide adequate service to all students.
 - The department's growth
 - Better scheduling/offering of classes to meet student's academic needs. Specifically classes that are required as part of a certificate or degree program must be offered in a timely manner to ensure students complete their academic programs (Spring 2013).

- Identification of new populations of students at Harper and addressing their needs, i.e., courses that support the needs of Harper's district residents and businesses; and courses/programs that respond to the personal and professional aspirations of persons in the district (Fall 2013).
- Expansion of partnerships with high schools. Harper has a good level and quality of partnerships with high schools. This should continue to expand. The existing partnerships should be enhanced through multi-year agreements where appropriate and legally permitted (Fall 2013).
- Leverage its location and community ties by offering more courses that appeal to the communities in this district. These might include courses targeted to professionals, certificates or certification programs for different business disciplines, and perhaps courses that support entrepreneurial goals of persons in the district (Fall 2013).
- Expand online course offerings. The trends indicate that more students at Harper might be interested in having more classes which used online platforms such as BlackBoard (Fall 2013).
- Increase full-time faculty staff to include three (3) full-time faculty; an Associate or Assistant Dean for the Business & Social Science division (Fall 2014).
- Strengthening school to work issues. Identify internship opportunities as part of the educational requirements or options in an effort to support Harper's matriculation and persistence goal (.).
- Investigate the incorporation of 21st Century Programs that might appeal to Harper's current business students and better serve the district residents and the business community.

**Harper College
Career and Technical Education Programs
Maintenance Technology**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

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

Program Identification Information

6-digit CIP 46.0401	
Career Cluster Manufacturing	
Career Pathway Maintenance, Installation and Repair	
Program of Study Maintenance Technology	
Community College Program Title	Degree Type
Maintenance Technology	03AAS
Basic Maintenance	30Cert
Commercial Maintenance	20Cert
Supervisory Maintenance	20Cert

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action (ONE Action per template)

- X 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 last program review, the scope of the program has changed significantly. In the fall of 2012 the Welding and Machining courses were removed from the MNT program to join the newly formed Welding Technology (WLD) and Manufacturing Technology (MFT) departments.

These courses are still included in the MNT AAS and certificates under the new prefixes.

The program saw steady growth over the past 5 years growing from 58 FTE in FY2008 to 129 FTE in FY2012. MNT is one of the few programs that showed growth during the recession. The demand for maintenance workers continues to increase.

Basic Maintenance is the most popular certificate. Most MNT students are going after one or more certificates so that they may enter the job market as soon as possible. Many of these students come back to pursue the associates degree once they have secured employment. Program completion has increased greatly since the last program review.

While Building H is under renovation, MNT is using a temporary maintenance lab in another building. While this arrangement has not been ideal and has had some negative impact on classes such as carpentry, it is temporary in nature.

The MNT program is an equipment intensive program and is, therefore, an expensive program to operate, however course fees cover most of these expenses. Surpluses were achieved for FY2008, FY2009, FY2010 and FY2011.

Recommendations include:

- Provide funding for a full-time lab assistant.
- Make renovations to the temporary lab to allow the installation of CNC equipment.
- Continue to develop new courses and certificates to meet industry needs.
- Revamp curriculum courses and certificates in order to greater meet the need of students and employers.
- Seek nationally recognized certification for the Maintenance Program such as MSSC.
- Increase dual credit program with the high schools.
- Continue to work with marketing to further promote the MNT program.

**Harper College
Career and Technical Education Programs
Marketing Research**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

Program Identification Information

6-digit CIP 52.1402	
Career Cluster Business Management & Administration	
Career Pathway General Management	
Program of Study Business Administration	
Community College Program Title Marketing Research	Degree Type 30Cert

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action (ONE Action per template)

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

Improvements & Rationale for Action

- Over the past five years the Business Administration Department (formerly seven (7) separate degree areas): Banking, Finance and Credit; International Management; Management; Marketing; Mass Communications, Small Business Management and Supply Chain Management) has undergone a number of changes, modifications and enhancements to meet student academic needs. Currently the Business Administration program represents two (2) associates degrees: two (2) Associates of Arts (Business Administration and

- Mass Communications); and one (1) Associates of Applied Science).
- The current structure/alignment of the Business Administration department has been designed to meet the current and future needs of a variety of student populations. It is anticipated that with the modified program alignment, and the feedback from various stakeholder groups (students, Advisory Committee, local businesses), the current Business Administration course offerings can be sustained in the near future. However, careful consideration should be given to developing course offerings that are more in line with the global marketplace.
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 - The department's Operational Analysis for 2011-2012 indicates (across all areas of specialization) a 15% increase in FTE (full time equivalent); and a 13% increase in enrollment (seat count). Conversely, the department has experienced a 10% decrease in revenue (over 2011), and a 3% decrease in department expenses, with a remaining 15% deficit overall. Despite the current financial climate and slight decrease in student enrollments at the institution, the Business Administration Department continues to provide adequate service to all students.
 - The department's growth
 - Better scheduling/offering of classes to meet student's academic needs. Specifically classes that are required as part of a certificate or degree program must be offered in a timely manner to ensure students complete their academic programs (Spring 2013).

- Identification of new populations of students at Harper and addressing their needs, i.e., courses that support the needs of Harper's district residents and businesses; and courses/programs that respond to the personal and professional aspirations of persons in the district (Fall 2013).
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- Strengthening school to work issues. Identify internship opportunities as part of the educational requirements or options in an effort to support Harper's matriculation and persistence goal (.
- Investigate the incorporation of 21st Century Programs that might appeal to Harper's current business students and better serve the district residents and the business community.

**Harper College
Career and Technical Education Programs
Marketing**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

Program Identification Information

6-digit CIP 52.1801	
Career Cluster Business Management & Administration	
Career Pathway General Management	
Program of Study Business Administration	
Community College Program Title Marketing	Degree Type 30Cert

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action (ONE Action per template)

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

Improvements & Rationale for Action

- Over the past five years the Business Administration Department (formerly seven (7) separate degree areas): Banking, Finance and Credit; International Management; Management; Marketing; Mass Communications, Small Business Management and Supply Chain Management) has undergone a number of changes, modifications and enhancements to meet student academic needs. Currently the Business Administration program represents two (2) associates degrees: two (2) Associates of Arts (Business Administration and

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**Harper College
Career and Technical Education Programs
Media Writing and Design**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

Program Identification Information

6-digit CIP 09.0401	
Career Cluster Business Management & Administration	
Career Pathway General Management	
Program of Study Business Administration	
Community College Program Title Media Writing and Design	Degree Type 30Cert

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action (ONE Action per template)

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

Improvements & Rationale for Action

- Over the past five years the Business Administration Department (formerly seven (7) separate degree areas): Banking, Finance and Credit; International Management; Management; Marketing; Mass Communications, Small Business Management and Supply Chain Management) has undergone a number of changes, modifications and enhancements to meet student academic needs. Currently the Business Administration program represents two (2) associates degrees: two (2) Associates of Arts (Business Administration and

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**Harper College
Career and Technical Education Programs
Medical Assistant**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

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

Program Identification Information

6-digit CIP 51.0801	
Career Cluster Health Sciences	
Career Pathway Health Informatics	
Program of Study Medical Office Management	
Community College Program Title Medical Assistant	Degree Type 20Cert

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action (ONE Action per template)

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

Improvements & Rationale for Action

In the Medical Assistant certificate only minor curriculum changes have been made since last review. ENG 101 was added to the curriculum in 2012. No significant changes are planned for this program at this time. Medical Assisting has consistently been in one of the top ten best jobs for many years and for the future. Enrollment is expected to increase steadily in the next several years due to the new health care reform laws. Health

Care Reform is expected to create many new jobs in this area. Due to the increase in enrollment the clinical portion and externships that are a part of this certificate are now offered twice a year instead of only once per year. This change became effective in fall 2012. The Medical Assistant certificate curriculum meets the standards of our accrediting body.

**Harper College
Career and Technical Education Programs
Medical Transcriptionist**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

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

Program Identification Information

6-digit CIP 51.0708	
Career Cluster Health Sciences	
Career Pathway Health Informatics	
Program of Study Medical Transcription	
Community College Program Title Medical Transcriptionist	Degree Type 30Cert

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action (ONE Action per template)

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

Improvements & Rationale for Action

Medical Transcriptionist certificate will be deleted due to significant and steady decrease in student enrollment in the past five years. The future of medical transcription is very negative with implementation of the electronic medical and health record.

**Harper College
Career and Technical Education Programs
Online Communications**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

Program Identification Information

6-digit CIP 09.0702	
Career Cluster Business Management & Administration	
Career Pathway General Management	
Program of Study Business Administration	
Community College Program Title Online Communications	Degree Type 30Cert

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action (ONE Action per template)

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

Improvements & Rationale for Action

- | |
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**Harper College
Career and Technical Education Programs
Public Relations**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

Program Identification Information

6-digit CIP 09.0902	
Career Cluster Business Management & Administration	
Career Pathway General Management	
Program of Study Business Administration	
Community College Program Title	Degree Type
Public Relations	03AAS
Public Relations	30Cert
Public Relations for the Web	30Cert

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action (ONE Action per template)

- Continued with minor improvements
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
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- Other, please specify:

Improvements & Rationale for Action

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**Harper College
Career and Technical Education Programs
Purchasing**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

Program Identification Information

6-digit CIP 52.0202	
Career Cluster Business Management & Administration	
Career Pathway General Management	
Program of Study Business Administration	
Community College Program Title Purchasing	Degree Type 30Cert

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action (ONE Action per template)

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

Improvements & Rationale for Action

- Over the past five years the Business Administration Department (formerly seven (7) separate degree areas): Banking, Finance and Credit; International Management; Management; Marketing; Mass Communications, Small Business Management and Supply Chain Management) has undergone a number of changes, modifications and enhancements to meet student academic needs. Currently the Business Administration program represents two (2) associates degrees: two (2) Associates of Arts (Business Administration and

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- The current structure/alignment of the Business Administration department has been designed to meet the current and future needs of a variety of student populations. It is anticipated that with the modified program alignment, and the feedback from various stakeholder groups (students, Advisory Committee, local businesses), the current Business Administration course offerings can be sustained in the near future. However, careful consideration should be given to developing course offerings that are more in line with the global marketplace.
 - In line with Harper College's strategic initiative of *Completion* in 2011- the department began a process of identifying stackable career ladders across the Business Administration disciplines, specifically Management, Small Business Management, Human Resources Management and Supply Chain Management, Marketing and Mass Communications. Labor and industry statistics support the need to identify prospective workers with practical skills that employers need. Over the next decade employers are projecting strong job growth in the areas of business, manufacturing and healthcare.
 - Using employer information and market employment outlook data (Illinois Occupational Outlook; ONEnet Workforce Brief; America's Career Information Net; Occupational Outlook Handbook and Career Information Systems) it was determined that in many cases, students can earn an industry-recognized certificate with 12 to 18 credits, find a job and return later to any community college in the state to work toward a higher-level certificate or Associates degree. Currently the Business Administration AAS degree provides eight (8) stackable certificates that lead to employment in the short-term, while creating an avenue for students to earn valuable workplace experience and provide an incentive to pursue transferable credential into a 4-year university.
 - The department's Operational Analysis for 2011-2012 indicates (across all areas of specialization) a 15% increase in FTE (full time equivalent); and a 13% increase in enrollment (seat count). Conversely, the department has experienced a 10% decrease in revenue (over 2011), and a 3% decrease in department expenses, with a remaining 15% deficit overall. Despite the current financial climate and slight decrease in student enrollments at the institution, the Business Administration Department continues to provide adequate service to all students.
 - The department's growth
 - Better scheduling/offering of classes to meet student's academic needs. Specifically classes that are required as part of a certificate or degree program must be offered in a timely manner to ensure students complete their academic programs (Spring 2013).

- Identification of new populations of students at Harper and addressing their needs, i.e., courses that support the needs of Harper's district residents and businesses; and courses/programs that respond to the personal and professional aspirations of persons in the district (Fall 2013).
- Expansion of partnerships with high schools. Harper has a good level and quality of partnerships with high schools. This should continue to expand. The existing partnerships should be enhanced through multi-year agreements where appropriate and legally permitted (Fall 2013).
- Leverage its location and community ties by offering more courses that appeal to the communities in this district. These might include courses targeted to professionals, certificates or certification programs for different business disciplines, and perhaps courses that support entrepreneurial goals of persons in the district (Fall 2013).
- Expand online course offerings. The trends indicate that more students at Harper might be interested in having more classes which used online platforms such as BlackBoard (Fall 2013).
- Increase full-time faculty staff to include three (3) full-time faculty; an Associate or Assistant Dean for the Business & Social Science division (Fall 2014).
- Strengthening school to work issues. Identify internship opportunities as part of the educational requirements or options in an effort to support Harper's matriculation and persistence goal (.
- Investigate the incorporation of 21st Century Programs that might appeal to Harper's current business students and better serve the district residents and the business community.

**Harper College
Career and Technical Education Programs
Radiologic Technology**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

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

Program Identification Information

6-digit CIP 51.0911	
Career Cluster Health Sciences	
Career Pathway Diagnostic Services	
Program of Study Radiologic Technology	
Community College Program Title Radiologic Technology Mammography	Degree Type 03AAS 30Cert

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action (ONE Action per template)

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

Improvements & Rationale for Action

<p>1. Programmatic Improvements and accomplishments during the last program review 2008-2013:</p> <ul style="list-style-type: none"> • Received an 8 year (maximum) accreditation from the JRCERT (Joint Review Committee on Education in Radiologic Technology) • Based on the outcomes assessment plan, the Radiologic Technology Program continues to graduate competent

technologists

- 100% of students have passed the board exam since 2008.
- Job placement rate continues to keep steady at 75% or greater.
- Employers that hire Harper College Radiologic Technology graduates feel that the graduates' performance is above average.
- Graduates themselves rate the program above average that they are prepared for future employment
- The number of students admitted to the program, except for one year, has continued to be at the same level, 22-24.
- Installation of second energized radiographic room
- Installation of new radiographic processor
- Implementation of Fuji Computed Radiography software system
- Purchase of positioning phantoms, quality control equipment, and other positioning aids
- Installation of PACS system
- Purchasing C-ARM, mobile (portable) radiographic unit, and a transparent head phantom
- CORECTEC Computer programs: software to enhance student learning
- Revise curriculum to integrate a new Digital Imaging Course, Sectional Anatomy Course, and a 100 level Math Course
- Create two blended classes, RAD 227 Radiologic Quality Assurance and RAD 238 Sectional Anatomy and investigate other alternative methods of teaching.
- Partial remodel of medical imaging lab space
- Created articulation agreements with SIU, Rush University, Arkansas State University
- Completed curriculum for implementation of a CT program.
- Advisory Committee and clinical instructors' input for program effectiveness.

2. Future improvements include:

- Investigate the possibility of Program Coordinator receiving more than 3 hours of release time, allowing Coordinator more time to administer the program and further improve program
- Continued remodeling of medical imaging lab space (2013-2014)
 - Create surgical suite
- Purchase new collimator/tube head for Sedecal Room (2015)
- Purchase wireless digital cassette (2015-2016)
- Online Record Keeping Program (2014-2015)
- Create articulation agreements with College of St. Francis and other institutions (2013-2014)
- Complete annual accreditation reports to the JRCERT (2013-2018)

- Implement CT program certificate (2013-2014)
 - Continue to search for clinical sites (2013-2014)
- Create MRI certificate program curriculum (2013-2015)
 - Continue to search for clinical sites (2013-2014)
- Continue to search for clinical sites for the Radiologic Technology Program (2013-2018)
- Continually evaluate Radiologic Technology Curriculum, revise and update course outlines, and evaluate effectiveness of HSC courses (2013-2018)
- Explore methods of incorporating other health professions into curriculum, i.e.: use of Simulation Hospital for performing portable procedures. (2013-2018)
- Continually utilize Advisory Committee to evaluate all facets of program effectiveness (2013-2018)

**Harper College
Career and Technical Education Programs
Retail Merchandising**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

Program Identification Information

6-digit CIP 52.1803	
Career Cluster Business Management & Administration	
Career Pathway General Management	
Program of Study Business Administration	
Community College Program Title Retail Merchandising	Degree Type 30Cert
Sales Management and Development	30Cert

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action (ONE Action per template)

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

Improvements & Rationale for Action

- Over the past five years the Business Administration Department (formerly seven (7) separate degree areas): Banking, Finance and Credit; International Management; Management; Marketing; Mass Communications, Small Business Management and Supply Chain Management) has undergone a number of changes, modifications and enhancements to meet student academic needs. Currently the Business Administration program represents two (2) associates

- degrees: two (2) Associates of Arts (Business Administration and Mass Communications); and one (1) Associates of Applied Science).
- The current structure/alignment of the Business Administration department has been designed to meet the current and future needs of a variety of student populations. It is anticipated that with the modified program alignment, and the feedback from various stakeholder groups (students, Advisory Committee, local businesses), the current Business Administration course offerings can be sustained in the near future. However, careful consideration should be given to developing course offerings that are more in line with the global marketplace.
 - In line with Harper College's strategic initiative of *Completion* in 2011- the department began a process of identifying stackable career ladders across the Business Administration disciplines, specifically Management, Small Business Management, Human Resources Management and Supply Chain Management, Marketing and Mass Communications. Labor and industry statistics support the need to identify prospective workers with practical skills that employers need. Over the next decade employers are projecting strong job growth in the areas of business, manufacturing and healthcare.
 - Using employer information and market employment outlook data (Illinois Occupational Outlook; ONEnet Workforce Brief; America's Career Information Net; Occupational Outlook Handbook and Career Information Systems) it was determined that in many cases, students can earn an industry-recognized certificate with 12 to 18 credits, find a job and return later to any community college in the state to work toward a higher-level certificate or Associates degree. Currently the Business Administration AAS degree provides eight (8) stackable certificates that lead to employment in the short-term, while creating an avenue for students to earn valuable workplace experience and provide an incentive to pursue transferable credential into a 4-year university.
 - The department's Operational Analysis for 2011-2012 indicates (across all areas of specialization) a 15% increase in FTE (full time equivalent); and a 13% increase in enrollment (seat count). Conversely, the department has experienced a 10% decrease in revenue (over 2011), and a 3% decrease in department expenses, with a remaining 15% deficit overall. Despite the current financial climate and slight decrease in student enrollments at the institution, the Business Administration Department continues to provide adequate service to all students.
 - The department's growth
 - Better scheduling/offering of classes to meet student's academic needs. Specifically classes that are required as part of a certificate or degree program must be offered in a timely manner to ensure

students complete their academic programs (Spring 2013).

- Identification of new populations of students at Harper and addressing their needs, i.e., courses that support the needs of Harper's district residents and businesses; and courses/programs that respond to the personal and professional aspirations of persons in the district (Fall 2013).
- Expansion of partnerships with high schools. Harper has a good level and quality of partnerships with high schools. This should continue to expand. The existing partnerships should be enhanced through multi-year agreements where appropriate and legally permitted (Fall 2013).
- Leverage its location and community ties by offering more courses that appeal to the communities in this district. These might include courses targeted to professionals, certificates or certification programs for different business disciplines, and perhaps courses that support entrepreneurial goals of persons in the district (Fall 2013).
- Expand online course offerings. The trends indicate that more students at Harper might be interested in having more classes which used online platforms such as BlackBoard (Fall 2013).
- Increase full-time faculty staff to include three (3) full-time faculty; an Associate or Assistant Dean for the Business & Social Science division (Fall 2014).
- Strengthening school to work issues. Identify internship opportunities as part of the educational requirements or options in an effort to support Harper's matriculation and persistence goal (.).
- Investigate the incorporation of 21st Century Programs that might appeal to Harper's current business students and better serve the district residents and the business community.

**Harper College
Career and Technical Education Programs
Sign Language Interpreting**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

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

Program Identification Information

6-digit CIP 16.1603	
Career Cluster Human Services	
Career Pathway Family & Community Services	
Program of Study Sign Language Interpreting	
Community College Program Title Sign Language Interpreting	Degree Type 20Cert

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action (ONE Action per template)

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

Improvements & Rationale for Action

- | |
|---|
| <ul style="list-style-type: none"> • Visibility on campus and off continued to increase and faculty staffed campus open houses and conducted general information meetings each semester, as well as a summer recruitment activity in June of 2012 and a national Deaf Expo in November. • Two sections of ITP 101: Introduction to Interpreting ran during the fall 2012 semester when generally only one runs. • According to the May divisional enrollment report, spring enrollment numbers |
|---|

for both FTE and headcount remained steady between 2013 and 2012, an increase from spring 2011.

- As a result of student demand and faculty availability, ITP 106: Vocabulary Development for Interpreters ASL was offered for the summer 2013 semester.
- Extensive vocabulary development curriculum was developed and streamlined across seven ITP classes: ITP 110, 111, 120, 121, 200, 211 and 215. More than 250 vocabulary items were identified, tests developed and answer keys written.
- In conjunction with ITP 220: Interpreting Practicum, students were brought to Springfield, Illinois to take a written Test of English Proficiency administered by the Illinois Deaf and Hard of Hearing Commission. This opportunity/excursion will be made available every spring semester in the capstone course.
- Select portions of the Demand-Control Schema have been systematically incorporated across ITP courses.
- Representatives from video relay services and community interpreting referral agencies continue to report demand to be high for sign language interpreters.
- The national Registry of Interpreters for the Deaf stipulates that before a candidate can sit for the *RID* performance test, the candidate must have a bachelor's degree (the discipline does not matter). Although there are other credentials offered other than one through RID, (the BEI and EIPA, for example) additional articulation agreements with other institutions could be beneficial for those interpreting students who do not already possess a bachelor's degree.
- Staffing of interpreting courses continues to be a challenge.

**Harper College
Career and Technical Education Programs
Small Business Management**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

Program Identification Information

6-digit CIP 52.0703	
Career Cluster Business Management & Administration	
Career Pathway General Management	
Program of Study Business Administration	
Community College Program Title Small Business Management	Degree Type 30Cert

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action (ONE Action per template)

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

Improvements & Rationale for Action

- | |
|--|
| <ul style="list-style-type: none"> • Over the past five years the Business Administration Department (formerly seven (7) separate degree areas): Banking, Finance and Credit; International Management; Management; Marketing; Mass Communications, Small Business Management and Supply Chain Management) has undergone a number of changes, modifications and enhancements to meet student academic needs. Currently the Business Administration program represents two (2) associates degrees: two (2) Associates of Arts (Business Administration and |
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 - The department's growth
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**Harper College
Career and Technical Education Programs
Supply Chain Management**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

Program Identification Information

6-digit CIP 52.0409	
Career Cluster Business Management & Administration	
Career Pathway General Management	
Program of Study Business Administration	
Community College Program Title Supply Chain Management Physical Distribution Inventory/Production Control	Degree Type 30Cert 30Cert 30Cert

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action (ONE Action per template)

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

Improvements & Rationale for Action

- Over the past five years the Business Administration Department (formerly seven (7) separate degree areas): Banking, Finance and Credit; International Management; Management; Marketing; Mass Communications, Small Business Management and Supply Chain Management) has undergone a number of changes, modifications and

enhancements to meet student academic needs. Currently the Business Administration program represents two (2) associates degrees: two (2) Associates of Arts (Business Administration and Mass Communications); and one (1) Associates of Applied Science).

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**Harper College
Academic Disciplines
Computer Science**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2013

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

Discipline Area	Computer Science
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Improvements & Rationale for Action

The Computer Science (CSC) program at Harper consists of four core courses and three support courses. Two of our core courses remain in the IAI, but the top two were removed by the IAI Majors panel (not ours personally -- a state-wide cut in the number of IAI CSC Major courses). We in the CSC department, however, feel that all four courses in our core remain viable and necessary. Most four-year college articulations support this as well. As to UIC, we are about to begin discussions with them on articulation issues that have crept up in the last year or so. We once had a 2+2 agreement with Loyola, but this is no longer evident from their u.select results.

Our support courses are for engineering and computer science departments with differing ideas on language choice. Although it is easy enough to learn a new programming language once another has been mastered, not everyone will want to take the time outside of a full course load to do so and so we have three second-language courses to support such students. (They have also been utilized by local community members needing a refreshed look at or a first look at a language they'll be using at work on a new project.)

All of our enrollments were hit badly by an economic impetus early this century, but recovery seems to be coming. Although I've not yet received the data from IR to substantiate this claim, I feel that our enrollments are on the rise in recent semesters. In addition, the recently developed Pathways program between Harper's Engineering and UIUC Engineering promises to

boost enrollments even further. Unfortunately, we are still not up to 1999-2002 levels.

CSC currently employs two full-time and one or two part-time faculty. We also are served by a handful of IT support staff each semester -- but not exclusively. We have no capital overhead of which we are aware. According to the Operational Analysis, we've shown a surplus for the last five years. With enrollments on the rise, we believe we are increasingly cost-effective.

In terms of currency of instruction, we feel our curriculum reasonably matches that advocated by the Association of Computing Machinery (ACM) via their Committee for Computing Education in Community Colleges (CCECC). We cover the totality of their three-course recommendation with only minor reordering and addition.

In terms of quality of instruction, we are currently involved in an outcomes assessment project as well as the development of a 60-hour plan both aimed at our introductory course. As we complete the stages of this work we plan on extending it through at least the second course in our sequence (our other IAI course). We also hope to continue the outcomes assessment to encompass the entirety of our offerings. This will, of course, take several years to complete a single cycle (the introductory course has six outcomes alone and we may not be able to process feedback with enough focus on detail if we do more than two per year), but we need to keep an ongoing eye on quality to maintain our high standards.

**Harper College
Academic Disciplines
Developmental Mathematics**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2013

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

Discipline Area	Developmental Mathematics
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Improvements & Rationale for Action

<p>The Department of Mathematical Sciences continues to support the mission of the college by offering the full range of developmental courses that would provide the necessary prerequisites for both college level courses and career certificates and degrees.</p> <p>Since the last program review, developmental mathematics in the department has</p> <ul style="list-style-type: none"> • collaborated with the high schools within the college’s feeder district to provide a pathway for high school juniors or seniors to take the Harper MTH 080 Intermediate Algebra/Math Foundations II course Final Exam upon completion of the high school’s intermediate algebra course. If a student earns a C or better and a C in the course, then that student may place directly into the college-level course, provided that the geometry prerequisite is met. • compared the results of Harper College MTH 080 final exam results with those of the feeder schools who took the same exam. • initiated blended sections of elementary and intermediate algebra courses to both accelerate the pathway for students to enter college level courses and provide an opportunity for an additional mode of course delivery. • increased the number of online and blended courses by offering 8-week versions as well as the original 16-week courses, thereby allowing students to take a developmental course and a college level course in the same semester.
--

- expanded the number of developmental courses having supplemental instruction or peer tutoring to further support student success.
- supported LD sections of both elementary and intermediate algebra sections (MTH 060 and MTH 080).
- conducted trial sections of math on two levels for students to review only those skills needed, then allowing them to retest with the COMPASS exam, thereby accelerating the pipeline to decrease the amount of time students spend in the developmental math sequence.
- introduced the e-book versions of the textbook to meet the financial needs as well as the learning styles of some students, thereby increasing the various modes of instruction available
- launched online homework for those students for whom technology is an integral part of their learning style
- compared the success rates of students who started in developmental mathematics and took two different college level courses to compare success in these subsequent courses.
- maintained a commitment to the hiring of diverse faculty candidates.

Before the next program review, the department plans to

- engage our high school partners and continue to align our courses in accordance with the Common Core State Standards Initiative.
- provide the opportunity for a student to retest the COMPASS if they have successfully completed a developmental math course at Harper College to allow placement in a higher course.
- develop additional instructional models to meet the learning styles of students.
- require students to take developmental courses at the beginning of their college coursework, and continue them until they are completed.
- create workshops to help students review their math skills before a second attempt on the COMPASS exam.
- provide workshops and roundtable professional development for all faculty teaching any developmental mathematics course.
- investigate several alternative instructional modes such as MOOC's or the Emporium Model.
- enhance uniformity across and within the curricula.

Harper College meets the guidelines set by the ISMAA/IMS and IMACC for Developmental Mathematics and offers every course listed as a prerequisite for the college level courses and the IAI panel mathematics. These developmental courses do not carry transferable credit but provide the necessary skills for all college-level transferable courses at Harper College

which carry the appropriate IAI articulation numbers.

**Harper College
Academic Disciplines
Mathematics**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2013

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

Discipline Area	Mathematics
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Improvements & Rationale for Action

<p>The Department of Mathematical Sciences continues to support the mission of the college by offering the full range of courses that one would need to complete a two-year degree or certificate program.</p> <p>Since the last program review, the department has</p> <ul style="list-style-type: none"> • collaborated with the high schools within the college’s feeder district to provide a pathway for high school juniors to enroll in dual credit courses during their senior year. • began offering quantitative literacy and college algebra in a dual credit format for high school seniors within the feeder districts. • initiated COMPASS placement exam for high school juniors. • increased the number of online and blended course offerings. • began to incorporate peer-assisted learning in some sections to further support student success. • conducted trials for an accelerated pipeline to decrease the amount of time students spend in the developmental math sequence. • created a new pathway for developmental students that combines a two-semester offering of courses—the first blends essential beginning and intermediate algebra topics with basic descriptive statistics; the second is a general education statistics course that satisfies IAI GECC criteria. • maintained a commitment to the hiring of diverse faculty candidates. <p>Before the next program review, the department plans to</p>

- increase the number of full-time faculty teaching in the department.
- engage our high school partners and align our courses in accordance with the Common Core State Standards Initiative.
- develop and launch learning communities sections.
- create professional development opportunities that engage both high school and college mathematics faculty.
- investigate the proliferation of alternative instructional modes such as MOOC's or the Emporium Model.
- codify department guidelines.
- enhance uniformity across and within the curricula.

Harper College offers every course listed for the IAI Major Recommendations in mathematics. The courses at Harper College carry the appropriate IAI articulation numbers. In addition, all college-level courses offered by the department which belong on the list of IAI GECC mathematics courses have the appropriate IAI numbers.

**Harper College
Cross Disciplinary Programs
Adult Education Department**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS – CROSS-DISCIPLINARY PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

General Education, Adult Education, Remedial/Developmental Education, Vocational Skills, Transfer Programs and Functions

Cross-Disciplinary Program	Adult Education Department
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Improvements or Rationale for Action

The Adult Educational Department (AED) which serves ABE/ASE and NNL (ESL Literacy) students and the ESL department, which serves ESL students who have more than nine years of education, are two distinctive departments within the college.

The objectives of the NNL curricula include meeting students' needs to improve listening, speaking, reading, and writing in English, life skills, preparation for the GED, gaining or improving employment, and helping children with school.

The objectives of the ABE/ASE curricula includes the improvement of academic content area skills in math, reading, and writing with the focus on meeting students' needs to advance life and academic skills through improving educational and career/job related skills. The most cited goal for students who take ABE/ASE courses is to pass the GED Test. Information gleaned from the data and awareness of student needs has allowed for additional enhancement and refinement to the process in which students transition between the varying levels within AED and beyond into post-secondary education. The department continues to help students learn the school skills necessary to do well in their advancement of levels; increase levels of retention in all class levels; and put students on career pathways. There has also been an increased promotion to help students transition from NNL to GED and academic ESL classes. With the growth of the bridge programs and the creation of the transitions coordinator position, there are partnerships with other college areas such as Health Careers,

HVAC, Electronics, Financial Aid, and the Career Center. These partnerships provide an opportunity for curriculum development, visits to the career area, and collaboration with the goal of student success.

The Harper Foundation scholarship program has continued to increase the successful transition of GED students to college level courses. Students who score 2500 points or greater on the GED Test receive a three credit hour tuition waiver for a course at Harper. One hundred thirteen students have received this GED Recognition Award since the last program review in 2008; a 48% increase. Those students who score 3100 points or greater may apply for a full two-year scholarship at Harper. Because of these scholarships, students in GED level classes have expressed the desire to not just pass the test, but to score as high as possible. AED students feel encouraged to pursue excellence in their GED level classes, score high on the GED test, and successfully transition to college level courses.

In order to encourage and support AED student transition to career pathways, AED has fully implemented successful bridge programs including: *Bridge To College/Career Success, Bridge to Healthcare, Tech Connect, Bridge to HVAC and Maintenance Tech Career Success, Bridge to Technical Trades in Manufacturing, and Bridge to Technical Trades.*

Extensive partnering with the Career Program area faculty has allowed for refinement of GED level math, reading, and writing skills within bridge courses, providing a seamless transition from GED level skills to those skills needed within foundation level courses in the Certified Nursing Assistant, Phlebotomy, Medical Office Administration, Heating Ventilation Air Conditioning, Welding, Electronics, Computer Applications Systems programs. The General Education Outcomes are imbedded in AED courses at all levels – literacy through GED level. Feedback from Harper College credit faculty regarding the preparedness and performance of GED graduates has been positive, particularly in the health care and technical trades programs, where AED students have excelled in short certificate and stackable career programs. Harper College Faculty are in regular contact with the AED Transitions Coordinator about the progress of former AED students in their courses, with particular focus on students at risk for failing or dropping a course.

Higher level NNL and intermediate ASE students have also had the opportunity to gain college credit in a learning community and Bridge class taught by college faculty and AED instructors. In “Tech Connect”, students take CAS 160 with a CIS/CAS instructor and an AED English instructor. Tech Connect graduates have transitioned into 22 college credit courses during the Spring 2012-Fall 2012 semesters. More recently, Transition to Technical Trades (T4) paired RAC 103 in the HVAC program with a support class taught by AED Mathematics and English instructors.

Since Nonnative Literacy (NNL) students have less than nine years of schooling in their native countries, it takes them a long time to prepare for college courses. NNL students often take more than five NNL courses over several years to improve their level of English oral and written

communication. Various formal and informal assessments help guide appropriate transitions through NNL levels 1-5 and on to ABE/GED and/or ESL. Nonnative Literacy students have increasingly transitioned to ABE/GED classes, ESL classes, and employment. Throughout this process; students are continuously welcomed, assessed, guided, and supported to meet their goals which include improving English skills for advancing in workplace, developing career aspirations, accessing continued education, sustaining family, and participating in the community.

Next Steps is a collaborative AED and ESL project that aims to support Adult Educational Development (AED) students (both NNL and ABE/ASE) non-native speakers of English to further develop English skills. Mastery of English language skills greatly affects AED students' ability to make progress at three critical junctures: attaining the GED Credential; completing beginning post-secondary class(es) on a chosen Career Pathway; and having necessary skills for improved employment opportunities. Next Steps will provide a way to overcome two major barriers: affordability of ESL classes and lack of an articulated path. The project would provide tuition waivers for one to four credit hours of ESL coursework based on individual student goals and needs while providing a comprehensive pathway of study for nonnative speakers of English. Through this new partnership with the ESL department, AED nonnative speakers of English will increase workplace and career readiness language skills. The project will also provide support for AED students in transitioning to GED study, AED bridge programs, and their first credit class in a career program.

**Harper College
Cross Disciplinary Programs
English as a Second Language/Linguistics**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS – CROSS-DISCIPLINARY PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

General Education, Adult Education, Remedial/Developmental Education, Vocational Skills, Transfer Programs and Functions

Cross-Disciplinary Program	English as a Second Language/Linguistics
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Improvements or Rationale for Action

<p><i>What are the objectives of the curricula? To what extent are they being achieved? How important is this program and how does it contribute to the mission of the college?</i></p> <p>The English as a Second Language/Linguistics department provides English instruction to students whose native language is not English and whose English proficiency is not at a collegiate level. ESL students can choose between two programs within the department, the Intensive English Program (IEP) and the English Language Program (ELP). The Intensive English Program is a full-time four-level program, designed to provide comprehensive English language instruction to post-secondary level students. The IEP continues to maintain its accreditation through the Commission on English Language Program Accreditation (CEA), which is recognized by the U.S. Secretary of Education as a national accrediting agency. The ELP is a part-time, five-level program for students with a minimum of nine years of education, who require more flexibility in their schedules.</p> <p>The primary mission of the ESL department is to provide quality English instruction that enables non-native English speakers to be successful as they pursue their academic and professional goals. Although students do not receive transferable credit for ESL course work, successful completion of level 5 reading and writing makes them eligible for college level English</p>
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(English 101) at Harper College. For the past eight years, the ESL department has tracked the success of students entering English 101 after finishing the ESL program. On average, 81.5% of those students have passed English 101 with a C or better. In addition, with the help of the ESL advisor, students, testing into intermediate and high-intermediate ESL classes, can register for other credit courses at Harper College for which their English skills are adequate. In short, the ESL programs support the College mission by providing instruction and advising to underprepared English language learners.

The Linguistics program is comprised of three transfer credit courses that meet 9 of the 18 credits required for ESL approval by the Illinois State Board of Education (ISBE). These courses support post-secondary teachers in Illinois from all disciplines as they work with non-native English speakers in their classes. In addition, all three courses are also accepted as humanities electives and Linguistics 205 (Language and Culture) meets the college diversity requirement for graduation.

What alternative delivery methods are being used for instruction with this audience (i.e. Bridge programs, accelerated formats, flexible scheduling, etc...)?

ESL and Linguistics classes are offered in several formats. In addition to the 16 week traditional classes, students are able to register for 12 week IEP, late-start, self-study, weekend, and blended classes. Students in the intensive program (IEP) are immersed in both academic and spoken English making it possible for them to progress quickly. Another benefit of the intensive program is the sense of community that is built among the students as they study in a cohort. Also offered are 12-week late start classes in the ELP program. In Spring 2011, the ESL department began to offer Core (Integrated Skills) classes as a 3-credit late start option. In this way, students can continue to be tested and registered throughout the fifth week of the semester instead of being asked to return the following semester. Since then, reading, writing and linguistics have also been offered in the late start format. Additionally, the department offers both Guided Lab and TOEFL as self-study courses. Like the late start classes, the self-study courses accommodate students who are unable to register at the beginning of the semester but wish to begin their ESL course work immediately. These courses are especially useful to students whose work schedules interfere with a traditional class schedule. In the self-study classes, a teacher

provides the students with personalized plans of study which can be worked on in the ESL lab at the students' convenience. Teachers are available for consultation and guidance, but the students determine their schedule. Blended courses and weekend classes have also provided additional flexibility in scheduling for ESL students. The blended reading and writing classes attract students with limited schedules allowing them to complete coursework on their own time while also preparing them for future blended course offerings at the college.

ESL faculty are currently investigating the possibility of offering the upper level reading and writing classes in an accelerated format for students who have demonstrated excellence in lower level reading and writing. It would enable students to complete level five in a six-credit combined reading/writing class instead of two four-credit classes. This would save the students both time and money. For students who are struggling, supplemental instruction is being explored, including workshops and one or two-credit editing classes. The goal of supplemental instruction is to insure that students successfully complete their course work without unnecessary repetition, again being mindful of students' budget and time constraints.

Are cooperation and communication among departments appropriate to achieve the college's objectives for adult education and ESL?

The ESL/Linguistics department works with numerous departments across campus to ensure the success of its students. Most recently, the ESL staff and faculty has collaborated with the AED (Adult Education) faculty and staff to secure a grant that will provide scholarships to students who have completed upper level non-native literacy classes or are enrolled in GED classes. These students are typically ineligible for financial aid because they lack high school diplomas. By providing scholarships, we will enable these students to continue developing academic English skills and thereby pursue their educational and professional goals. In addition, ESL works closely with the Office of Student Financial Assistance to ensure that students have the information needed to determine eligibility and best utilize the financial aid available. Also, the ESL department works closely with Assessment and Testing, Admissions, and Student Development to create efficient processes in application, placement testing, and registration as well as smooth transitions for students between ESL and college course work. Furthermore, the department staff and faculty have recently collaborated

with the Writing Center to make more tutors available to ESL students and increase the hours of availability to students.

Describe any programmatic improvements achieved since the last review period and any planned before the next period.

Since the last program review in 07/08, the ESL department has achieved the following goals:

- Acquired funding and replaced the antiquated language lab with a state-of-the-art Sony language lab,
- Increased overall lab usage,
- Coordinated lab materials with course objectives,
- Increased awareness of the linguistics courses, and
- Increased the number of Saturday and late start offerings.

During the next review period, the ESL/Linguistics department plans to:

- Revitalize the English for Special Purposes classes,
- Aggressively work with the Harper marketing department to promote the ESL and linguistics programs,
- Maximize the use of social media to keep students informed and promote classes,
- Build connections with local businesses and school districts,
- Provide supplemental instruction for at-risk students,
- Develop a six-credit learning community for advanced reading and writing students,
- Strengthen the ESL department identity on campus and build more reciprocal relationships,
- Maximize lab use

**Harper College
Student & Academic Support Services Programs
Center for Innovative Instruction**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS – STUDENT & ACADEMIC SUPPORT SERVICES PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

Admissions/Recruiting, Registration/Records, Learning & Tutoring Centers, Career Centers/Job Placement, Financial Aid, Disability Services, Counseling/Advising, Library, Business Services, Athletics, and Student Activities.

Student & Academic Support Services Area	Center for Innovative Instruction
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Major Findings and Improvements/Modifications to the Area

<p>The Center for Innovative Instruction (CII)</p> <p>Recommendations were generated as a result of the analysis performed by the CII staff and are incorporated into the Action Plan for 2013-2018. No priority order is established for any of the recommendations, as all are considered important for CII to continue to serve its mission and expand the completion of its functions to the highest standard.</p> <p>Note that all recommendations have 2013-2018 continuation dates unless otherwise specified.</p> <p>Student and Market Need:</p> <ul style="list-style-type: none"> • Focus distance course development toward additional certificates in the areas of business, education, computer science, and manufacturing. • Work closely with the Adult Education and Fast Track initiatives to develop alternative course delivery modalities for courses taught to those cohort groups. • Work with division deans to devise a marketing and awareness program for the various existing degrees and certificates in the college catalog that are offered via distance modalities. • CII should take a proactive role and reach out to faculty in an effort to understand faculty better and identify trending needs in a much quicker timeframe. <p>Curriculum</p>
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- Move forward with a one-stop-shop mode of service delivery for faculty as it pertains to their professional development. Use the newly remodeled space to house CII, CAFÉ, and The Academy for Teaching Excellence. These three entities will have specific missions for which they are responsible, but will operate as a homogeneous group.
- Continue to develop workshops and support mechanisms to support alternate distance delivery methodologies. Focus on the flipped classroom, and hy-flex model.
- Work with campus Deans and Marketing to develop and enact plans to target specific online degrees and certificates to increase the number of students enrolled in online courses.
- Visit specific areas of the college with historically fewer participating faculty in professional development programs to learn why and discuss possibilities that would interest those faculty in enrolling in some of the events sponsored by the Academy for Teaching Excellence.
- Make a concerted effort to deliver more of our professional development content in an online format so that faculty can attend sessions at their convenience day or night.

Staffing

- Investigate the possibility of bringing a faculty member on board to create a “Distinguished Lecturer” position that would allow CII to work closely with soft-skills, pedagogy needs, and organize the Academic Program Champions; creating a one-stop-shop for faculty to gain answers for all of their instructional needs.
- Conduct an employment search to fill the currently vacant Instructional Technology specialist position in an effort to address the lack of Blackboard integration amongst faculty, as well as review and integrate new technologies in the classroom as they become available.
- Move the current Instructional Video Producer into a Course Management System Trainer role.
- Keep the current director role, but change the job duties to include leading the development and implementation of a 3-year strategic plan for Harper College distance learning, working with areas across the College to increase the number of students enrolling in distance delivered degree and certificate programs.

Staff Development

- Provide additional learning for CII staff members by sharing information on selected opportunities and supporting conference and travel costs through the CII budget after individual professional development for each member is exhausted.
- Provide updates on new pedagogies, course material delivery methods and technology tools on a regular basis for the entire group.
- Provide an online Lynda.com software training account for each CII staff

member.

- Provide customer service training to all CII staff on an annual basis.

Instructional Approaches

- Provide a strong focus on creating quality course materials that are both accessible and delivered following best practices for instruction and that are available 24/7 for student learning.
- Encourage faculty that have yet to adopt the use of Blackboard for their face-to-face courses to begin deploying items like their course syllabi and student grades via the college's course management system.
- Review new content delivery strategies such as MOOCs and Open Education Resources (OERs) for possible faculty interest and use.
- Review free online applications that encourage socialized learning and informal learning experiences.

Facilities

- All of the various CII areas are located proximally to each other, on one floor of the same building. However, the spaces are not directly accessible through one common entrance. The Center still has somewhat of a disjointed feel. Find a contiguous space that is large enough to hold all of CII's office, workspace, and classroom areas together.
- Create separate office spaces for each CII staff member so that individual meetings can occur with faculty at any time without impacting other staff space.
- Include modular workspace for those Academic Program Champions looking for meeting/workspace to serve in their role as a Program Champion.

Equipment

- Bring the newly remodeled teaching and learning spaces online beginning with an open house.
- Solicit feedback from faculty at the open house as to their impressions of the new space and how they envision it being used.
- Purchase new video editing software for Tom Knoff that will be supported by the latest operating system installed on his desktop machine.
- Work with IT to determine the best Desktop Computer solution for CII's planned computer refresh in December 2013.

Support Services

- Work more closely with IT staff to identify and pilot innovative instructional software and hardware as it becomes available.
- Work closely with division Deans to identify areas where technology isn't traditionally embraced and determine the factors for why.
- Work with IT service desk to implement a new ticketing system that will allow for more robust search and reporting features.
- Work closely with the new Distinguished Faculty Chair to support their

programs with appropriate instructional technology.

Marketing and Promotion

- Promote graphic illustration and instructional design services at all workshop and seminar events.
- Reach out to the Academic Program Champions in an effort to better understand their needs and see where CII can provide support to their programs.
- Create space on the CII Web site that is easily accessible and provides JIT support for many questions that faculty may have about the technologies used by the college.
- Continue to facilitate multiple breakout sessions during the Faculty Orientation week schedule and create additional pre-orientation week sessions.
- Continue to bring in nationally renowned speakers for the final day of the spring and Fall Faculty Orientation Week.
- Develop new workshops in multiple delivery modes as best suits the content for new tools in the CMS and purchased and/or free software tools.
- Establish a schedule to work with counselors/advisors to update them on distance certificates and degrees, using ICE to help students find distance courses not offered at Harper and promote use of the ICE form to collect student information.
- Continue to update the ICE database each semester to reflect new certificates, degrees and course listings available through Harper College.
- Set up semester meetings with Marketing and academic Deans to plan for and coordinate promotion of distance learning opportunities to the community at large and to targeted audiences.

Program Scope

- Investigate a “Distinguished Faculty Lecturer” to organize a group of “Academic Program Champions” in an effort to streamline the communication process for all academic programs. The Distinguished Faculty Lecturer would also promote soft skill training, and maintain dialogue with faculty relative to their future professional development needs.
- Roll out multiple incentive programs to entice faculty to increase the number of professional development opportunities they attend per semester.

**Harper College
Student & Academic Support Services Programs
International Student Office**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS – STUDENT & ACADEMIC SUPPORT SERVICES PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

Admissions/Recruiting, Registration/Records, Learning & Tutoring Centers, Career Centers/Job Placement, Financial Aid, Disability Services, Counseling/Advising, Library, Business Services, Athletics, and Student Activities.

Student & Academic Support Services Area	International Student Office
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Major Findings and Improvements/Modifications to the Area

The International Student Office (ISO) provides support services for prospective, current, and former students who attend Harper College on a student visa. Harper College is certified and authorized by the Department of Homeland Security (DHS) to enroll F1 students. The ISO staff is responsible for maintaining this certification and participating in the DHS recertification process every two years. The office welcomes approximately 100 students to campus annually. Since the last program review, the total number of international students enrolled per year has decreased slightly. As part of the program review process, site visits were conducted to four area community colleges to provide a basis for comparison.

Improvements since the last review include:

- Improved use of technology to allow the scanning of international student application files into the checklist section of student records in the Banner system, allowing prospective students to see when and what items in the application process have been received and approved. Scanning of records is also permitting old files to be appropriately archived and facilitating the movement to less paper.
- Updates and improvements to the office's website.
- In collaboration with the Coordinator for International Programs, created an annual international education summit that brings in top academics in the field of international education and is attended by faculty and administrators from area colleges and universities.
- Participated in the development of Harper College's recently produced "Multi-Year Phased Strategy for the Internationalization of Harper College."

Findings and recommendations from the current review include:

- The international student services provided by the College are similar to services provided at most Illinois community colleges, however, the ISO office at Harper being located in an academic department appears to be unique. Relocating this office to be with other international initiatives or with other student service areas may possibly improve the advocacy and services provided. Institutional attention to the location of the Harper College ISO is warranted.
- International students' preferred program of study has changed. There has been a shift from enrollment in primarily college credit courses to a more even distribution between enrollment in college credit courses and English as a Second Language courses.
- Expanding programming services needs to be explored in light of staffing limitations.
- Providing assistance with finding local housing is needed if the program is to grow the international student population at Harper.
- A challenge for this department is the high cost of international student tuition relative to area community colleges and private English language schools' tuition.
- An overall strategic recruitment plan needs to be developed.

Part B
Results from Prior Reviews

RESULTS FROM PRIOR PROGRAM REVIEWS REPORT TEMPLATE

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2013 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES

Program Identification Information

6-digit CIP
52.0302

Career Cluster:
Business Management & Administration

Career Pathway:
Business Information Management

Program of Study:
Accounting

Community College Program Title	Degree Type
Accounting Associate	03AAS
Accounting Associate	30Cert
Accounting Payroll, State & Local Taxes	30Cert
Accounting Clerk	30Cert
Professional Accounting-CPA Prep	30Cert

NOTE: Add lines for multiple program titles included in the same review. Identify the specific Degree Type for each program title listed.

Action

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

Improvements & Rationale for Action

- Over the past year, two additional full-time accounting faculty joined the Accounting Department.
- Over the year, curriculum changes were approved to add/modify courses and modify all four accounting certificates. New courses were added to accommodate changes to the CPA Exam Educational Requirements. Additional certificate changes were made to update certificates to the

college's new stackable initiative, and to provide updated employment skills. In addition, the Department is working with Districts 211 and 214 to offer the four courses in the Accounting Clerk/Bookkeeper Certificate courses as Dual Credit. The Department is also working to co-list these courses with Continuing Education.

- The Department is continuing to use standardized exams for assessment purposes of both ACC101, Introduction to Financial Accounting (0-15 Initiative) and also the Program. Additional assessments have been added, including a writing assessment using a rubric.
- Next year, the Department will focus on the Program Review, updating the Accounting Associate, and adding transfer agreements.

RESULTS FROM PRIOR PROGRAM REVIEWS REPORT TEMPLATE

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2013 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES

Include programs reviewed in prior years for which action was taken in the current year and/or changes resulting from planning and quality improvement initiatives.

This report is only for programs that are not already scheduled for review and for which results are not already being reported under another template.

Program Identification Information

6-digit CIP
52.0301

Career Cluster:
Business Management & Administration

Career Pathway:
Business Information Management

Program of Study:
Accounting

Community College Program Title	Degree Type
Professional Accounting-CPA Prep	30Cert

NOTE: Add lines for multiple program titles included in the same review. Identify the specific Degree Type for each program title listed.

Action

- Continued with minor improvements
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
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RESULTS FROM PRIOR PROGRAM REVIEWS REPORT TEMPLATE

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2013 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES

Include programs reviewed in prior years for which action was taken in the current year and/or changes resulting from planning and quality improvement initiatives.

This report is only for programs that are not already scheduled for review and for which results are not already being reported under another template.

Program Identification Information

6-digit CIP

Career Cluster:
Human Services

Career Pathway:
Family & Community Services

Program of Study:
Social Sciences & History

Community College Program Title	Degree Type
Anthropology	

NOTE: Add lines for multiple program titles included in the same review. Identify the specific Degree Type for each program title listed.

Action

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

Improvements & 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 2012.

- 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 to Mexico and other Latin American locations are being reexamined as part of the overall campus initiative to more effectively internationalize the curriculum. However, recent uneasiness about travel safety within Mexico has been a concern and this is being monitored and evaluated as we proceed.
- As in the past, the Anthropology Program has again been very cost-effective since the last program review in 2012.
- 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 in J-building 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.

RESULTS FROM PRIOR PROGRAM REVIEWS REPORT TEMPLATE

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2013 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES

Include programs reviewed in prior years for which action was taken in the current year and/or changes resulting from planning and quality improvement initiatives.

This report is only for programs that are not already scheduled for review and for which results are not already being reported under another template.

Program Identification Information

6-digit CIP
19.0709

Career Cluster:
Human Services

Career Pathway:
Early Childhood Development & Svcs

Program of Study:
Child Growth, Care & Development Studies

Community College Program Title	Degree Type
Early Childhood Education	03AAS
Early Childhood Education Teacher	20Cert
Early Childhood Education Asst	30Cert
Teacher	30Cert
ECE: Special Education	30Cert
Paraprofessional	30Cert
ECE: Before/After School Care	30Cert
ECE: Infant/Toddler	30Cert
Early Childhood Edu Administrator	
ECE: Family Child Care	

NOTE: Add lines for multiple program titles included in the same review. Identify the specific Degree Type for each program title listed.

Action

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

Improvements & Rationale for Action

- Aligned certificates to the Illinois Gateways Credentials. The Infant/Toddler, Assistant Teacher, and Director Certificates are now aligned to the credential system.
- Additional curriculum changes included prerequisites into methods classes and course descriptions in both practicum courses.
- Two faculty participated in the Stackable Careers fellowship. Their participation helped in creating a stackable pathway in which students can visually see how certificates are built off of one another and lead to enhanced degrees and job opportunities.
- Worked with the district high school faculty to create Dual Credit for ECE 101: Introduction to Early Childhood Education.
- Created Time Out advising sessions in which students are provided the opportunity twice a month to meet with faculty to discuss important topics in the field.
- Hosted two professional development events. The ECE Symposium in spring 2013 in which 120 ECE professionals participated in workshops regarding nature as part of the curriculum. The High School Conference in spring 2013 in which 175 high school students visited Harper to learn about the program and attend workshops conducted by past and present students. During the High School Conference, a workshop was held for the High School faculty in which they learned about the Illinois Gateways High School Level 1 Credential.
- The Student Education Association (formerly Future Educator's Club) became an official chapter of the Illinois Education Association Student Program in fall 2012.

RESULTS FROM PRIOR PROGRAM REVIEWS REPORT TEMPLATE

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2013 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES

Include programs reviewed in prior years for which action was taken in the current year and/or changes resulting from planning and quality improvement initiatives.

This report is only for programs that are not already scheduled for review and for which results are not already being reported under another template.

Program Identification Information

6-digit CIP

Career Cluster:
Human Service

Career Pathway:
Family & Community Services

Program of Study:
Social Sciences & History

Community College Program Title	Degree Type
Economics	

NOTE: Add lines for multiple program titles included in the same review. Identify the specific Degree Type for each program title listed.

Action

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

Improvements & Rationale for Action

Department has been working on standardization including:

- All faculty (100%) are using Blackboard
- All adjuncts and the Department Chair are using standardized teaching course materials provided through Blackboard.
- A new textbook will be adopted for the Department Chair and all adjunct faculty for Fall 2013.
- A standardized departmental exams will be administered as of Fall 2013

Departmental meeting was held to discuss problems associated with grade inflations.

RESULTS FROM PRIOR PROGRAM REVIEWS REPORT TEMPLATE

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2013 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES

Include programs reviewed in prior years for which action was taken in the current year and/or changes resulting from planning and quality improvement initiatives.

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Program Identification Information

6-digit CIP

Career Cluster:
Education & Training

Career Pathway:
Teaching/Training

Program of Study:
Teacher Education

Community College Program Title	Degree Type
Education	

NOTE: Add lines for multiple program titles included in the same review. Identify the specific Degree Type for each program title listed.

Action

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

Improvements & Rationale for Action

- EDU 999 – Preparing for the TAP has received approval from ICCB. The course underwent modifications to prepare students for the TAP (Test of Academic Proficiency) which now replaces the Basic Skills Test.
- EDU 201, 202, 211, 219, 220 and 250 have been aligned to the New Illinois Professional Teaching Standards. IAI panel still has not been reconvened by ICCB. Further revision to courses anticipated once the panel reconvenes. Anticipated alignment for EDU 230 is spring 2014.

- A departmental matrix was created which clearly shows the assignments in each course, the old standard the assignment met and the New Standard that the assignment meets. Matrix has been provided to education students each semester to help them revise their portfolios to align to the New Illinois Professional Teaching Standards.
- Fingerprint process changed spring 2013. All students required to have a Fingerprint Background check completed. Accurate Biometrics is the vender being used by the education department. Students still have the option of using Harper College Police department, but plan for fall 2013 is that most students will use Accurate Biometrics rather than the Harper College Police department.
- Department has continued to work closely with surrounding districts to stay up-to-date as they refine their background check procedures. Currently, districts 59 and 15 require students to obtain their background check at their own district offices. It is expected that other districts may soon follow this same procedure.
- Education department handbook has been revised to show changes in Background check procedures. Revisions to handbook are expected to be completed yearly.
- EDU 220 has been developed in a blended format and has successfully run both fall 2012 and spring 2013.
- The department has begun looking at ways to align courses to the Common Core Standards. The focus of revisions will be on integrating technology, collaboration, collaboration using technology and research to improve critical thinking. These are four areas that are being stressed in the Common Core Language Arts Standards. Revisions to standardized assignments in EDU 201 and EDU 250 are currently in process. Revisions to all courses expected to be completed by fall 2014.

RESULTS FROM PRIOR PROGRAM REVIEWS REPORT TEMPLATE

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2013 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES

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Program Identification Information

6-digit CIP

Career Cluster:
Science, Technology, Engineering & Mathematics

Career Pathway:
Science & Mathematics

Program of Study:
Geography

Community College Program Title	Degree Type
Geography	

NOTE: Add lines for multiple program titles included in the same review. Identify the specific Degree Type for each program title listed.

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 Geography Department is not offering a GIS certificate at this moment. The department is exploring the option to work together with other departments to offer GIS as an elective. Harper's Fire Science, Emergency and Disaster Management, Law Enforcement, and Public Safety Programs have expressed the strongest interest in adding GIS course work as electives.

- A new geography lab manual will be ready this fall 2013 for physical geography instructors to use in the department.
- In spring 2013 the Geography Department offered for the first time GEG112: Physical Geography lab, in a blended format. The department is also planning every semester to offer a section of GEG111: Physical Geography (blended) and GEG112: Physical Geography Lab (blended).
- The Geography Department is exploring the possibility of offering "Economic Geography, on-line, in the near future.
- Instructors personally assess their classes using objective criteria provided by the Geography Department, which criteria the Department Chair periodically evaluates. Instructors also use exam and quiz scores to assess student learning success.
- The Geography Department has already added questions to all GEG101, GEG103 and GEG104 departmental final exams to assess the overall quality of instruction. The department is also currently working on doing the same for all GEG111 classes.

RESULTS FROM PRIOR PROGRAM REVIEWS REPORT TEMPLATE

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2013 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES

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Program Identification Information

6-digit CIP
50.0409

Career Cluster
Arts, Audio/Video Technology & Communications

Career Pathway
Printing Technology

Program of Study
Graphic Communications

Community College Program Title	Degree Type
Graphic Arts Technology	03 AAS

NOTE: Add lines for multiple program titles included in the same review. Identify the specific Degree Type for each program title listed.

Action

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

Improvements & Rationale for Action

GRA has made the following achievements in the past year:

1. Secured full time status for a GRA lab-Pro Tech position.
2. The WT7900 Epson Wide Format printer was purchased to support the Packaging Course work.
3. A 1.6 million dollar donation was secured and training and installation of 88 lic. of Esko Deshpak and Visualizer software was completed. This is to support the Packaging Course work as well as other GRA courses that create packaging.

4. Online course for GRA 102 has been completed and the course has run twice on line. GRA 101 online course is being created and has not been implemented to date
5. Students who have graduated from the program are being contacted for job placement information and documentation in preparation for placement and internships if needed
6. Facebook page for GRA program has been set up and kept current.
7. Curriculum for GRA 222 Packaging and GRA 213 has been submitted and accepted by ICCB. Fall 2013 will run the GRA 222 for the first time.
8. Prerequisites for the GRA 112 and the GRA 103 were changed to not have a prerequisite but to suggest computer experience if possible.
9. Dual Credit with District214 agreement established for the GRA 103 course.

RESULTS FROM PRIOR PROGRAM REVIEWS REPORT TEMPLATE

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2013 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES

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Program Identification Information

6-digit CIP

Career Cluster:
Human Services

Career Pathway:
Family & Community Services

Program of Study:
Social Sciences & History

Community College Program Title	Degree Type
History	

NOTE: Add lines for multiple program titles included in the same review. Identify the specific Degree Type for each program title listed.

Action

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

Improvements & Rationale for Action

1. The History Academy continues to expand with more students and university professors participating. Professors from Western Illinois University, John Marshall Law School, the Lincoln Library and the Illinois State Historical Society have visited Harper and our History classrooms. Internship opportunities are still available at local museums, the Illinois State Historical Society in Springfield and the Hayes Presidential Library in Fremont, Ohio.
2. The History Department has actively participated in open houses at

- Harper and special high school recruiting events. Additional outreach activities are planned for the Fall 2013 and Spring 2014. A two year grid for course offerings has been created.
3. New Topics Courses have been offered. Student response has been positive. Additional topics courses will be offered during the 2013-2014 academic year.
 4. Professional development activities will continue to be offered during the 2013-2014 academic year. Emphasis will be placed on the new core standards in K-12 schools and their impact on higher education. In addition, one session will be devoted to retention strategies in higher education for at-risk students during the first five weeks of each semester.
 5. The History 111 web course is complete and fully operational. The History 112 web course will be completed by the end of the Fall semester 2013. The course will be piloted during the Spring 2014 semester.
 6. The History 243 Far East in the Modern World web course has been upgraded. The course is now fully revised and updated for Harper students.
 7. The History Department has revised course outcomes for History 111 and is currently assessing those outcomes during the Spring 2013 semester. Additional updates and revisions will take place during the 2013-2014 academic year.
 8. The History 112 Document Reader has been revised and republished by Cengage Publishers. In addition, a new Roman Reader for History 270 History of Rome has been published by McGraw-Hill, Inc. and will be used this Fall 2013.
 9. All Master Syllabuses submitted to the Illinois Articulation Initiative General Education panel in History have been approved. In addition, the Chair of the History Department has been appointed to three year terms on both the General Education and History Panels of the Illinois Articulation Initiative.
 10. Additional partnerships have been established with local museums to help students pursue careers in History related fields and to enrich their experience at the College.

RESULTS FROM PRIOR PROGRAM REVIEWS REPORT TEMPLATE

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2013 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES

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Program Identification Information

6-digit CIP
43.0107

Career Cluster
Law, Public Safety, Corrections, & Security

Career Pathway
Law Enforcement Services

Program of Study
Criminal Justice / Law Enforcement Administration

Community College Program Title	Degree Type
Law Enforcement and Justice Administration	03 AAS

NOTE: Add lines for multiple program titles included in the same review. Identify the specific Degree Type for each program title listed.

Action

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

Improvements & Rationale for Action

1. Over the last year changes have been made in scheduling to improve program accessibility for changing student needs allowing all courses to be taken during the day and in the evening.
2. Continuing involvement in Open Houses and College Expos has been carried out to sustain marketing and promotion of the LEJ Program.

3. Additional staff development is underway with the transition to new text books that offer greater technology and elements that plug into Blackboard. Faculty members are being instructed to acquire Blackboard training on campus.
4. For the second time in six years LEJ Logo Shirts have been provided for all Faculty members, making them unified and approachable as well as adding a professional look.
5. Changes to Law Enforcement are ongoing as the post 911 world struggles with the internationalization of crime. Relevancy of topics change and with that in mind a revamp of the LEJ curriculum is underway with the help of the LEJ advisory committee. These changes will be developed over the summer with formal presentation to the curriculum committee before the end of the year.
6. As part of Curriculum development courses that have not drawn sufficient head counts have been deleted and new relevant courses are being shifted and developed.

RESULTS FROM PRIOR PROGRAM REVIEWS REPORT TEMPLATE

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2013 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES

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Program Identification Information**6-digit CIP**

51.3801

Career Cluster

Health Science

Career Pathway

Therapeutic Services

Program of Study

Nursing

Community College Program Title

Nursing

Degree Type

03 AAS

NOTE: Add lines for multiple program titles included in the same review. Identify the specific Degree Type for each program title listed.

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

- Completed full-time faculty search resulting in the hiring of new faculty member starting Fall 2012.
- Reviewed and updated Systematic Plan of Evaluation using 2008 standards. Completed review of Spring 2011, Fall 2011 and Spring 2012.
- Ready to implement new 2013 NLNAC Standards for Fall 2013.

- Revised Clinical Evaluation Tool Grading Scale.
- Alignment of NUR 140/141 and NUR 210 was accomplished
- New assessment tool developed to replace holistic tool. To start using in Fall 2013
- Writing assignments identified throughout curriculum. In Nursing Program Orientation the Writing Center is introduced to students.
- Evaluation Committee and course leads are utilizing HESI data to identify program weaknesses.
- NUR 216 developed a study tool to implement in Fall 2013 to assist students with understanding key concepts of course.
- Added long term care members to our advisory committee.
- Revised nursing program orientation program 2012-2013 which students complete first 8 weeks of program.
- Require students to attend a 1 day new student orientation to identify needs of students before they enter program. Also the orientation explains the rigors of the program and expectations.
- With assistance from Perkins funds, established an intervention model for students “at risk” for course failures.
- Each course has identified Quality and Safety Competencies (QSEN) and NLN competencies.
- Curriculum subcommittee is conducting an in-depth review of assessment measures/tools.
- Evidence-based practice is standing item on all faculty meeting agenda.
- Creighton Simulation Evaluation Instrument was implemented in NUR 112.
- High stakes testing implemented in NUR 112. This testing has already been done in NUR 141.
- Fall 2012 and Spring 2013 4th semester students participated in disaster management.
- Academic Counseling and Nursing are working on articulation agreements 3+1 to allow for stream less articulation for future nursing degrees.
- Bridge admission requirements changed to support a more scientifically prepared student. Science courses will be ranked as well as HESI PN Exit test.
- Student nurses participated in politic action day to learn how the legislative process affects the profession.
- Portfolio Assessment has been instituted in NUR 110, NUR 199 and NUR 218. Students are encouraged to work on their portfolio throughout the program.

RESULTS FROM PRIOR PROGRAM REVIEWS REPORT TEMPLATE

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2013 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES

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Program Identification Information**6-digit CIP**

22.0302

Career Cluster:

Law, Public Safety, Corrections, & Security

Career Pathway:

Legal Services

Program of Study:

Legal Assistant/Paralegal

Community College Program Title

Paralegal Studies

Degree Type

03AAS

NOTE: Add lines for multiple program titles included in the same review. Identify the specific Degree Type for each program title listed.

Action

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

Improvements & Rationale for Action

During the previous academic year the following improvements have been made to the Paralegal Studies program:

1. The program has made it a point to emphasize the importance of the Career Center in every Paralegal Studies orientation.
2. The program has incorporated instruction on the creation of an effective course syllabus into the regularly scheduled program faculty meetings.

3. The program is currently working with the Registrar's Office and the Office of Institutional Research to develop a plan for the tracking of each of its graduates within six months of their graduation.
4. The program has commenced discussion with both the Advisory Committee and the program faculty regarding the requirements that should go into a program portfolio to be submitted by each student in the Paralegal Studies program.

RESULTS FROM PRIOR PROGRAM REVIEWS REPORT TEMPLATE

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2013 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES

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Program Identification Information

6-digit CIP:

Career Cluster
Education & Training

Career Pathway
Administration & Administrative Support

Program of Study
Health & Physical Education

Community College Program Title	Degree Type
Physical Education	

Action

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

Improvements & Rationale for Action

1. Department Name Change
 - Effective fall 2013, department title will be: Department of Kinesiology and Health Education.
 - This name better aligns with four-year higher educational institutions
 - Course prefixes and sequencing has also been changed to simplify course selection for students
2. Reformat PED 195: Physical Fitness Class
 - Course has designated meeting times for class workouts to allow for better student and instructor communication.

3. Created and offered new courses
 - Sports Psychology
 - Sociology of Sport
4. Changed course names to better reflect course descriptions
 - All sport technique courses are now called: Teaching Methods: (Sport)
 - Bioscientific Foundations of Human Movement has become Fundamentals of Exercise Science
5. Replaced outgoing full time faculty member
6. Increased online offerings of courses to meet student demands
7. Revised department website and marketing materials
8. Simplified sequence of resistance training courses to accommodate beginner, intermediate and advanced students.

RESULTS FROM PRIOR PROGRAM REVIEWS REPORT TEMPLATE

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Program Identification Information

6-digit CIP

Career Cluster:
Government & Public Administration

Career Pathway:
Governance

Program of Study:
Political Science

Community College Program Title	Degree Type
Political Science	

NOTE: Add lines for multiple program titles included in the same review. Identify the specific Degree Type for each program title listed.

Action

- Continued with minor improvements
- Significantly modified
- Discontinued/Eliminated
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- Other, please specify:

Improvements & Rationale for Action

1. The Model UN program will consider additional events during the 2013-2014 academic year.
2. Emphasis and success have been achieved in offering 200 level courses.
3. New Topics Courses have been offered every semester.
4. The Department has been focused on creating diversity within the adjunct faculty.
5. Political Science has updated all course outlines for classes offered during the 2012-2013 academic year.

RESULTS FROM PRIOR PROGRAM REVIEWS REPORT TEMPLATE

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Program Identification Information

6-digit CIP

Career Cluster:
Human Services

Career Pathway:
Family & Community Services

Program of Study:
Social Sciences & History

Community College Program Title	Degree Type
Psychology	

NOTE: Add lines for multiple program titles included in the same review. Identify the specific Degree Type for each program title listed.

Action

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

Improvements & Rationale for Action

We continue to further our partnership with Roosevelt University. Our primary focus has been marketing the partnership as both an educational and research partnership. To date several professors and graduate students have involved Harper’s students in research as either subjects or research assistants. At this time we have over 20 students from Harper enrolled as psychology majors at Roosevelt who have completed 1107 total credit hours. We have also had close to 190 students that have served as research subjects or research assistants in the last year as well.

In preparation for our curriculum changes that take effect in the Fall of 2013, we are finalizing our Course Outlines to be sure everything matches and is in order for Fall.

We continue to seek marketing and other support, and recently had a news release appear in the Daily Herald.

We are continuing to insure that APA guidelines are adhered to in all of our courses, and are at present looking for further monetary and other support to increase the visibility of the Psychology Department.

Finally we are investigating the use of a standardized assessment in psychology in our courses.

RESULTS FROM PRIOR PROGRAM REVIEWS REPORT TEMPLATE

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2013 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES

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Program Identification Information

6-digit CIP

Career Cluster:
Human Services

Career Pathway:
Family & Community Services

Program of Study:
Social Sciences & History

Community College Program Title	Degree Type
Sociology	

NOTE: Add lines for multiple program titles included in the same review. Identify the specific Degree Type for each program title listed.

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 department continues to adapt its online course offerings, now providing online sections of SOC101 (Introduction to Sociology) and SOC120 (Family in Contemporary Society) in each of the fall, spring, and summer semesters as well as online sections of SOC205 (Social Problems) in the summer semester.
- The department is currently running its SOC205 study abroad section and in the summer of 2013 will evaluate if/when to offer it again.
- The department is also adding an evening section of SOC215 (Introduction to Social Psychology) primarily for the benefit of non-traditional students in the AAS in Human Services program.

Part C
Program Review Schedule

Program Review Schedule					
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
	FY14	FY15	FY16	FY17	FY18
Across Divisions	Physical and Life Sciences	Humanities and Fine Arts	Social and Behavioral Sciences	Written and Oral Communication	Mathematics
Across Divisions	Remedial and Developmental	Vocational Skills	Transfer Functions and programs (AA, AS, AAT, AFA, AES, AGS)	General Education	Adult Ed and ESL
AEE	DAS: READING (RDG) COMMUNICATIONS (COMM) AND LEARNING SKILLS				AED ESL/LINGUISTICS INTER. STUDENTS OFFC
BUS/SS	ACCOUNTING (ACC) 5203 FINANCIAL MGT (FIN) 5208	MARKETING (MKT) 5218 RETAIL MERCH (MKT) 5218 SALES MGT & DEV (MKT) 5218	ECONOMICS (ECO) HISTORY (HST) POLITICAL SCIENCE (PSC) PSYCHOLOGY (PSY) SOCIOLOGY (SOC) ANTHROPOLOGY (ANT) GEOGRAPHY (GEG) EDUCATION (EDU) EARLY CHILDHOOD EDUCATION (ECE) 1907 PARAPROF EDUCATOR (PPE) 1315 SMALL BUS MGT (MGT) 5207 MKT RESEARCH (5214) INTERNATIONAL BUS (MKT) 5211 HUMAN RESOURCE MGT (MGT) 5210	COMPUTER INFORMATION SYSTEMS (CIS) 1102, 1104, 1512 WEB DEV (WEB) 1108 NETWORKING (NET) 1110 MEDIA WRT/DESIGN (MCM) 0904 ONLINE COMM (MCM) 0907 PUBLIC RELATIONS (MCM) 0909 PARALEGAL STUDIES (PLS) 2203	BUSINESS ADMINISTRATION 5202 ADV MANAGEMENT (MGT) 5202 GEN MANAGEMENT (MGT) 5202 PURCHASING (MGT) 5202 E-COMMERCE (MGT) 5202 SUPPLY CHAIN (SCM) 5204
CTP	INTERIOR DESIGN (IND) 5004 HEATING, VENTILATION & AIR CONDITIONING (RAC) 4702 GRAPHIC ARTS TECH 5004	FASHION MERCH (FAS) 5219 HOSPITALITY (FSM) 5209 ALT ELEC ENERGY (ELT) 1505 NANOSCIENCE (NAN) 1516	HUMAN SERVICES (HMS) 4400 MANUFACTURING BASIC (MNT) 1506	ELECTRONICS (ELT) 1503, 4701 LAW ENFORCEMENT (LEJ) 4301 MANUFACTURING (MFT) 1504 FASHION DESIGN (FAS) 1909	EMERGENCY AND DIASTER MANAGEMENT (EMG) 4303 MAINTENANCE TECH (MNT) 4604 FIRE SCIENCE (FIS) 4302 CULINARY ARTS & BREAD/PASTRY ARTS & FOOD SVCS MGT (FSM) 1205 ARCHITECTURAL STUDIES (ARC) 1513

Program Review Schedule, Continued					
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
	FY14	FY15	FY16	FY17	FY18
HC	PHLEBOTOMY (PHB) 5110	NURSING (NUR and CNA) 5138, 5139	MEDICAL ASST (MOA) 5108 EMT-BASIC (EMS) 5108	HEALTH INFO TECH (HIT) 5107 MEDICAL TRANSCRIPTION (MOA) 5107 HEALTH INSURANCE/OFFICE (MOA) 5107	DIAGNOSTIC CARDIAC SONOGRAPHY (DCS) 5109 DIAGNOSTIC MEDICAL SONOGRAPHY (DMS) 5109 DENTAL HYGIENE (DHY) 5106 DIETETIC TECH (DIT) 5131 EMERGENCY MEDICAL SERVICES (EMS) 5109 RADIOLOGIC TECHNOLOGY (RAD) 5109
LIB ARTS		ART/FINE ART (ART) HUMANITIES (HUM) MUSIC (MUS) PHILOSOPHY (PHI) SIGN LANGUAGE (SGN) WORLD LANGUAGES		SPEECH/THEATER (SPE) ENGLISH/LITERATURE (ENGLIT)	SIGN LANGUAGE INTERPRETING (ITP) 1616
CE	CONTINUING EDUCATION (CE)				
MATH/SCI	BIOLOGY (BIO) CHEMISTRY (CHM) PHYSICAL SCIENCES (PHY) ENGINEERING (EGR)				MATH (MTH) DEVELOPMENTAL MATH COMPUTER SCIENCE (CSC)
RFL	TUTORING CENTER WRITING CENTER SUCCESS SERVICES		LIBRARY		
ASSOC PROV					CII
STU AFFAIRS			KINESIOLOGY (KIN) HEALTH EDUCATION (HED)	HEALTH SERVICES ATHLETICS STUDENT INVOLVEMENT, RECREATION ROOM & THEATER/BOX OFFICE	
STU DEVELOPMENT	CAREER CENTER		CENTER FOR MULTICULTURAL LEARNING ACADEMIC ADVISING PSYCHOLOGICAL SERVICES ACCESS AND DISABILITY		
ENROLLMENT SERVICES	CENTER FOR NEW STUDENTS & ORIENTATION	FINANCIAL AID	ASSESSMENT & TESTING CTR		ADMISSIONS PROCESSING REGISTRATION & RECORDS ADMISSIONS OUTREACH