

**Harper College
Program Review Report
August 2014 Submission to the
Illinois Community College Board**



1200 West Algonquin Road
Palatine, Illinois 60067-7398

Harper College Contact Information:

Sheryl Otto

Assistant Provost & Dean of Student Development

Phone: 847-925-6346

Fax: 847-925-6031

Email: sotto@harpercollege.edu

Harper College

District #512

1200 West Algonquin Road

Palatine, Illinois 60067-7398

Table of Contents

Part A: Summaries 5

Career and Technical Education Programs

Accounting Associate6
 Financial Management.....8
 Graphic Arts Digital Photography.....9
 Graphic Arts Technology 11
 Interior Design..... 13
 Phlebotomy 15
 Professional ACCTG-CPA Preparation..... 16
 Refrigeration and Air Conditioning Technology..... 18

Academic Disciplines

Biology20
 Chemistry22
 Physical and Life Sciences General Education24
 Physical Sciences and Engineering.....26

Cross Disciplinary Programs

Department of Academic Success: Developmental Reading, Writing,
 and Learning Strategies.....28
 Developmental Education.....30

Student and Academic Support Services

Academic Support Centers/Success Services.....31
 Academic Support Centers/Tutoring Center33
 Academic Support Centers/Writing Center35
 Career Center.....37
 Center for New Students and Orientation39
 Continuing Education41

Part B: Results from Prior Reviews 42

Adult Education Department.....43
 Anthropology45
 Early Childhood Education.....46
 Economics.....48

Education.....	49
English as a Second Language/Linguistics	51
Geography.....	53
History	55
Political Science	57
Psychology	58
Sociology.....	59
<u>Part C: Program Review Schedule</u>	60

Part A
Summaries

**Harper College
Career and Technical Education Programs
Accounting Associate**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2014

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 Accounting Associate Accounting Assistant Accounting Bookkeeper/Clerk Advanced Accounting Bookkeeper/Clerk	Degree Type 03AAS 30Cert 30Cert 30Cert

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 Accounting Program Review was completed by all full-time accounting faculty, with input from adjunct faculty, Division Dean, Advisory Board, and consultant. The review indicated the following:

- The Department maintains to offer quality of instruction and certificates/degrees that lead to employment;
- The employment outlook is positive for the accounting industry, and there is a 12.8% increase in bookkeeping, accounting, and auditing clerk positions predicted between 2008 and 2018 for the northern third of Cook County including the North and Northwestern Suburbs;
- The Department's Operational Analysis indicates that the Department continues to operate at a surplus.

Over the past five years, the Accounting Department has made several improvements to the Department, including the following:

- Modifications to the 4 accounting certificates to better align with career demands and to create a stackable path
- Development of additional modalities including blended and online offerings; all accounting classes are now offered online so that students can complete all certificates and the degree online; two certificates are also available in a blended accelerated format through the College's Fast Track Program
- Increased partnership with district high schools to offer credit by exam and dual credit opportunities

- Improved communication and awareness of the program, including an improved departmental website
- Improved program and course level assessments and related communication within the Department
- Increased opportunity for student exposure to accounting careers through various activities including a voluntary income tax preparation program and an Accounting Club.

Upon review of the Accounting Program, the following goals have been set for the next five years:

- Add credit for prior learning (proficiency exams) for ACC100, 110, ACC111, ACC155, and ACC256 courses.
- Recommend changes to the AAS degree to make degree stackable, including consideration of an internship, or Certified Bookkeeper Review Course, and assess need for tax degree and, if desired, recommend new curriculum.
- Assess demand and effectiveness of various course modalities (including online and blended) and course lengths.
- Continue to work on training and communication within the Department, including education to career components and assessments.
- Increase awareness/ recruitment of the Accounting Program to current and potential students.
- Review all course outlines and course outcomes and recommend changes as necessary.
- Create, review, and improve program assessments.

**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 2014

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

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 comprehensive review of programs in the Business Administration Department was conducted during the FY13 program review cycle. Since that time, the coordinator and Advisory Committee members have assessed and analyzed the continuance of a Financial Management specialization within the Business Administration degree and Financial Management Certificate offering. Over the past year, course enrollments have declined [a continuing result of education and training needs in the Financial Management (Banking) sector].

In spring 2014, two of the three courses associated with the Financial Management/Services (specialization and certificate) were offered as an 'on line' only option to assess student interest and academic need. A slight increase (2%) in enrollment was experienced in FIN101 (Financial Institution Operations), while FIN215 (Financial Statements Interpretation & Analysis) increased 100% over fall 2013 enrollments. This increase can be attributed to a shift in the student population that is seeking to earn additional credits to sit for the Certified Public Accountant (CPA) exam.

As a result, enrollment will be monitored for fall 2014, with a recommendation to delete/remove the Financial Management specialization and certificate offerings. However it is recommended that the courses associated with Financial Management should be retained as elective courses across the Business Administration discipline.

**Harper College
Career and Technical Education Programs
Graphic Arts Digital Photography**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2014

Program Identification Information

6-digit CIP 50.0406	
Career Cluster Arts, Audio/Video Technology, & Communications	
Career Pathway Printing Technology	
Program of Study Graphic Arts Technology	
Community College Program Title Graphic Arts Digital Photography	Degree Type 30Cert

Action

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

Improvements & Rationale for Action

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

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

The department is under a constant search to maintain high quality and authentic industry adjunct instructors and to offer their experience to the students.

Articulation agreements with four-year Colleges and Universities are continually being added to the existing repertoire of schools with which the Graphic Arts Program has current contracts. High School events are coordinated by the Graphic Arts Program instructors and coordinator to promote awareness of Harper College's graphics capabilities and four-year/industry expectations and opportunities.

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

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

Recommendations from this review include the purchase of additional hardware and software, a plan for a new classroom/lab, the creation of high school pathways to the program, expansion of online classes with technology, and exploration of additional curricular changes.

**Harper College
Career and Technical Education Programs
Graphic Arts Technology**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2014

Program Identification Information

6-digit CIP 50.0409	
Career Cluster Arts, Audio/Video Technology, & Communications	
Career Pathway Printing Technology	
Program of Study Graphic Arts Technology	
Community College Program Title Graphic Arts Technology Fashion Graphic Arts	Degree Type 03AAS 30Cert

Action

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

Improvements & Rationale for Action

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

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

The department is under a constant search to maintain high quality and authentic industry adjunct instructors and to offer their experience to the students.

Articulation agreements with four-year Colleges and Universities are continually being added to the existing repertoire of schools with which the Graphic Arts Program has current contracts. High School events are coordinated by the Graphic Arts Program instructors and coordinator to promote awareness of Harper College's graphics capabilities and four-year/industry expectations and opportunities.

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

Assessments and outcomes are a valuable measure to the Graphic Arts Program. Course objectives and

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

Recommendations from this review include the purchase of additional hardware and software, a plan for a new classroom/lab, the creation of high school pathways to the program, expansion of online classes with technology, and exploration of additional curricular changes.

**Harper College
Career and Technical Education Programs
Interior Design**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2014

Program Identification Information

6-digit CIP 50.0408	
Career Cluster Arts, Audio/Visual Technology, & Communications	
Career Pathway Visual Arts	
Program of Study Interior Design	
Community College Program Title	Degree Type
Interior Design	03AAS
Interior Design Technology	30Cert
Kitchen and Bath Specialty	30Cert
Perspective and Rendering	30Cert
Sustainability Design	30Cert

Action

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

Improvements & Rationale for Action

Harper College currently has an active, functioning Interior Design program which has enrolled between 68 and 190 unduplicated headcount each semester over the past 5 years. We have awarded an average of 10 AAS degrees each year. Since the Fall of 2009, the department enrollment has fallen significantly from 190 to approximately 70 students per semester, largely because of the economic strife in the U.S. As the economy improves and we see further results from the federal stimulus program and loosening of banking controls, our enrollment is expected to increase.

Summary of Changes and Accomplishments:

- *Sustainability and Marketing and Sales* materials were infused into existing courses.
- Advanced Interior Design Certificate was changed to be the Sustainability Design Certificate.
- Incorporated more sustainable design concepts and practices into the curriculum.
- The program includes the 60 interior design course requirements necessary to take the NCIDQ Interior Design Licensing Exam.
- The program has been re-accredited by the National Kitchen and Bath Association until 2016.
- Refined transfer agreements with Harrington Institute of Interior Design and the International Academy of Design, Schaumburg.
- Added new software to our computer lab – Chief Architect

- Obtained new large format scanner for use on student portfolios.
- Added more model building to the 3-Dimensional class.
- Utilized more real-life projects in advanced design classes and routinely post opportunities for design involvement and experience on bulletin boards.
- Expanded the size and involvement of the Professional Advisory Committee.
- Established an active Kitchen and Bath Student Club.
- Developed a Marketing and Sales manual for faculty to infuse this subject into their curriculum.
- Added the names and place of employment of many of our graduates to the interior design website in hopes of increasing enrollment.
- Obtained award for Teaching Excellence from the National Kitchen and Bath Association.
- IND students routinely win top placement awards in the regional competitions sponsored by the Chicago Chapter of the National Kitchen and Bath Association.

Future Actions and Goals:

- Make changes to the Technology Certificate which incorporates Architectural Revit courses.
- Continue to expand sustainability and sales in the curriculum.
- Refine transfer agreements with other 4-year institutions.
- Encourage out-of-state Kitchen and Bath internships.
- Develop study abroad opportunities for interior design students.
- Expand Marketing efforts.
- Continue departmental field trips and guest speakers.
- Develop an adult “fast track” certificate in Kitchen and Bath Design.

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

College Name: William Rainey Harper College
--

District Number: 512

SUMMARY REPORT OF REVIEW RESULTS CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2014

Program Identification Information

6-digit CIP 51.1009	
Career Cluster Health Science	
Career Pathway Diagnostic Services	
Program of Study Phlebotomy	
Community College Program Title Phlebotomy	Degree Type 30Cert

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 Phlebotomy program at Harper College has grown steadily since its inception in 2004. The program has a full-time faculty coordinator, two part-time instructors and two part-time lab assistants. The current student/instructor ratio is 16:2 for Phlebotomy 101.

A notable improvement to the program has been the addition of a clinical instructor for Phlebotomy 101. The second instructor present in this class allows for more direct instruction and observation time for students learning hands-on skills in the classroom.

Planned improvements for the future include updating the clinical competency checklists and course objectives to align with the 9 core competencies recommended by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).

**Harper College
Career and Technical Education Programs
Professional ACCTG-CPA Preparation**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2014

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 Professional ACCTG-CPA Preparation	Degree Type 20Cert

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 Accounting Program Review was completed by all full-time accounting faculty, with input from adjunct faculty, Division Dean, Advisory Board, and consultant. The review indicated the following:

- The Department maintains to offer quality of instruction and certificates/degrees that lead to employment;
- The employment outlook is positive for the accounting industry, and there is a 12.8% increase in bookkeeping, accounting, and auditing clerk positions predicted between 2008 and 2018 for the northern third of Cook County including the North and Northwestern Suburbs;
- The Department's Operational Analysis indicates that the Department continues to operate at a surplus.

Over the past five years, the Accounting Department has made several improvements to the Department, including the following:

- Modifications to the 4 accounting certificates to better align with career demands and to create a stackable path
- Development of additional modalities including blended and online offerings; all accounting classes are now offered online so that students can complete all certificates and the degree online; two certificates are also available in a blended accelerated format through the College's Fast Track Program
- Increased partnership with district high schools to offer credit by exam and dual credit opportunities
- Improved communication and awareness of the program, including an improved departmental website

- Improved program and course level assessments and related communication within the Department
- Increased opportunity for student exposure to accounting careers through various activities including a voluntary income tax preparation program and an Accounting Club.

Upon review of the Accounting Program, the following goals have been set for the next five years:

- Add credit for prior learning (proficiency exams) for ACC100, 110, ACC111, ACC155, and ACC256 courses.
- Recommend changes to the AAS degree to make degree stackable, including consideration of an internship, or Certified Bookkeeper Review Course, and assess need for tax degree and, if desired, recommend new curriculum.
- Assess demand and effectiveness of various course modalities (including online and blended) and course lengths.
- Continue to work on training and communication within the Department, including education to career components and assessments.
- Increase awareness/ recruitment of the Accounting Program to current and potential students.
- Review all course outlines and course outcomes and recommend changes as necessary.
- Create, review, and improve program assessments.

**Harper College
Career and Technical Education Programs
Refrigeration and Air Conditioning Technology**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2014

Program Identification Information

6-digit CIP 47.0201	
Career Cluster Architecture and Construction	
Career Pathway Maintenance/Operations	
Program of Study Heating, AC, & Refrigeration	
Community College Program Title	Degree Type
Refrigeration and Air Conditioning Technology	03AAS
Domestic Refrigeration and Heating	30Cert
Heating Service	30Cert
Refrigeration Service	30Cert
Refrigeration/Air Conditioning Service	30Cert
Residential Comfort Systems	30Cert

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 Refrigeration and Air Conditioning (RAC) program aims to train students of diverse ages, genders and backgrounds with real world hands-on and theoretical knowledge in the field for HVACR. There are two types of classes offered that cater to both traditional and non-traditional students. The first being the traditional scheduled class, in addition to an instructed lab where the students have time outside of class to perform their hands-on training. The second is offered as an open entry course, where video lectures are used in addition to the lab tasks performed in the lab in a self-paced manner. The last five years show the FTE peaked in FY10 with a recent decline in numbers mirroring results from a reduction in benefits from federal and state funding affecting enrollment of students, particularly the adult population seeking training to enter the job market as quickly as possible. However, the demand for heating and air conditioning continues to be strong and growing.

The RAC program is expensive to maintain due in part to the diversity of skills required and the wide-ranging types of equipment utilized in the industry. Keeping the cost of the program reasonable for students and the institution is a high priority. To keep cost of the program to a minimum, the program coordinator and advisory committee work closely to allocate equipment free of cost to the institution.

Improvements to the program include:

Job Placement. In keeping with the goal of student success, Harper College acknowledges that, while earning a degree or certificate is pivotal, it does not mark the end of the journey toward success. Harper has adopted and begun to implement an initiative to address students' job placement. The Job Placement Resource Center (JPRC) works with faculty, prospective employers, and Harper students to prepare them for careers and co-op opportunities.

Student Retention. The Harper RAC program has not only managed to maintain enrollment, but over the past five years, has presented more than twice as many certifications and associates degrees than in the 2008 and previous school years.

Program Outcomes & Assessment. Assessment has been conducted continuously for four annual cycles. Consistent measurement of student learning outcomes gathers information essential for improving student learning and overall program quality. The outcomes have been established for students completing the associate degree and one or all of the five certificates.

Student Career Planning. The program coordinator began to work directly with counseling and admissions departments to ensure they have a complete understanding of the RAC program. Students are now receiving correct information based on the structure of the program and curriculum. This was accomplished by participating in events such as the “using programs of study in academic and career counseling” and the “counselor update training” that are offered every year for Harper and high school counselors.

Curriculum Revisions. The RAC program has gone through major curriculum revisions and methods of presentation in order to keep the program current and relevant to the industry. The program now offers both Fast Track courses and traditional classroom lectures. As planned in 2009, the following courses were added to the curriculums which supplement the training we offer and meet the requirements of the HVAC industry:

- MTH 097 Basic Technical Mathematics
- ELT 144 AC and DC Motors
- ELT 145 Variable Frequency Drives
- ELT 215 Industrial Control Systems
- PHS 111 Introduction to Physical Science

Industry Based Certifications. CE recently partnered with ESCO Institute to provide the Universal R-410 Safety Training, a second certification required by industry. Harper is the only community college in the northwest suburbs that offers certifications.

Future goals include:

Training Facilities. The new lab will include more equipment, including both commercial and pneumatic equipment new to the RAC program which will greatly enhance the learning ability of the students in hands-on training. There will also be a new computer lab dedicated to working with wireless equipment and building automation technology which will also be integrated into the new lab.

Curriculum. New training videos will be developed to match the updated curriculum and hands-on training, in addition to the development of new courses and the restructure of the associate degree and certificates.

Integration of Soft Skills Courses. Customer service, sales and business-related courses will be integrated into the curriculum, along with teaching the students through reading, report writing, and soft communication skills.

Program Accreditations. The program will seek a second industry accreditation through PAHRA (Partnership for Air Conditioning, Heating and Refrigeration Accreditation) and HVAC Excellence Program, (sponsored by the ESCO Institute).

Internship. The program will seek internship opportunities for students with companies who are currently recruiting students for employment and with prospective employers.

Industry Partnership. Harper will be looking to build a partnership with Trane Center of Excellence; this is a critical component to enhance the commercial aspect of the training we provide to our community. The Trane Center of Excellence will bring newly developed technologies.

**Harper College
Academic Disciplines
Biology**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2014

Discipline Area	Biology
------------------------	---------

Improvements & Rationale for Action

The primary objective of the Biology Department is to provide the highest quality of biology education to all of its students. At the present time, the student body is both diverse and eclectic. Students within this department have a variety of educational paths to pursue, including: an A.S. or A.A. in biology, meeting prerequisite course requirements for a health career program, or to study biology as an elective. As a consequence, the Department offers a variety of courses within the broad discipline of biology precisely to satisfy the interests and meet the educational needs of its varied student body. Most courses within the Department conform to the Illinois Articulation Initiative that enables our students to transfer these courses to other institutions. The only courses that do not carry IAI numbers are those specialized courses required for specific programs of study including anatomy, physiology, microbiology, and human disease.

While there is an overall increase of 14.02% in enrollment (headcount) across all semesters, this trend is not consistent amongst all courses offered in the biology department. Strong enrollment increases during both fall and spring semesters, defined by increases at or above the 14.02% departmental average, can be seen in several courses. These courses, Principles of Biology (BIO 110), Microbiology (BIO 130), Human Anatomy (BIO 160) and Human Physiology (BIO 161) show strong headcount increases ranging from 15.35% to 61.64%.

The department is exhibiting both strong financial growth as well as stability. Costs are increasing at a much slower rate relative to revenue increases, and the departmental is increasing greatly. The needs of the department have been partially addressed, as the campus has been greatly supportive from a capital perspective in providing us with new equipment and new innovations for our department (and thus our students).

Over the past few years there have been significant advancements within the department. Some of these are:

- Increased enrollment, course section numbers, and departmental financial surplus
- Improved equipment and education resources for our students and faculty
- Innovative new laboratories developed by faculty for our students
- Expanded our Principles of Biology course from one laboratory to two labs to increase enrollment as well as schedule flexibility
- Added two full-time faculty positions, replaced three retiring full-time faculty, and added one full-time laboratory technician

The Biology Department faces several challenges that must be met without compromising the excellent educational opportunities offered. These challenges include, but are not limited to, the following:

- Meeting the increased enrollment demand for biology courses, especially the health career offerings
- Continue to offer the best education to each of our students
- Continued professional development of each faculty member

- Incorporating technology, when appropriate, into our teaching and educational process
- Continuing to evaluate alternative, nontraditional modes of teaching such as on-line, blended, and off-campus approaches

Goals:

- Maintain educational excellence
- Develop a 2-semester, general biology course intended for biology majors or majors in closely related fields that streamlines transfer to 4-year institutions
- Integrate instructional computer technology when educationally appropriate
- Add a prerequisite course to Human Anatomy (BIO 160) and Microbiology (BIO 130)
- Prepare for new initiatives within the MS Division and the College

The following recommendations are based on information in the Biology Department Program Review and are consistent with the Biology Department's goals:

- Prepare for overall enrollment increases as well as shift in enrollment for specific courses
- The Biology supply budget should increase as increased numbers of students enroll in biology classes. The budget should increase at least at the rate of inflation. If it does not, then the Biology Department faces the problem of serving more students with fewer supplies.
- The Biology capital budget should increase as increased numbers of students enroll in biology classes. The capital budget should not fluctuate significantly and unpredictably from year to year. The budget should better reflect the submitted requests or should at least increase each year at the rate of inflation. If it does not, then the Biology Department will be unable to acquire and replace sufficient amounts of instructional materials.
- Prepare for integrating innovative technology into instruction
- Members of the department should continue to assess and use the various technologies provided by the college.
- Members of the department should continue to evaluate alternative methods of delivery such as on-line, off-campus, and blended courses.
- Continue to maintain the natural areas
- A College budget line separate from the Biology Department's budget should be created to support the protection and development of the natural areas. The areas are of general interest and value and should have institutional support. Alternatively, a separate Biology Department budget line should be created for the natural areas. The Biology Department does not have sufficient funds in its supply and capital budgets to carry out large-scale protection and restoration projects in these areas.

**Harper College
Academic Disciplines
Chemistry**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2014

Discipline Area	Chemistry
------------------------	-----------

Improvements & Rationale for Action

We believe the Chemistry Department's array of course offerings with the addition of the biochemistry, now satisfies student needs in chemistry. We received many requests for a biochemistry course, which has now run successfully for 4 semesters. The only other possible area we are considering to expand into is food chemistry; we do not see a significant demand at this time.

The Department of Chemistry's expenditures exceed its revenues, with the exception of the last fiscal year, both revenues and expenses have been increasing. In fiscal year '13 there was a disproportionate increase in revenue from the state that allowed revenues to exceed expenditures for that year. Despite the usual financial deficit, the Department's expenses can be justified. Additionally, the laboratory manager monitors our use of chemicals and glassware closely. We make every effort to use the safest and least expensive chemicals for laboratory experiments. This also reduces our disposal costs since less hazardous waste will be generated. We are evaluating our solution prep procedures and see some potential for cost savings by purchasing certain pre-made solutions; this needs to be investigated further. We are also looking at methods of controlling student over-usage of reagents. Controlling student waste would save money in both purchasing and disposal. In addition, we have reduced our inventory by disposing of unused and potentially hazardous chemicals, decreasing our disposal costs even more. Finally, members of the Department consistently keep copying costs down by making course handouts available on Blackboard and selling note packets to students through the bookstore. Faculty members utilize the Print Shop as much as possible to minimize printing costs.

We are continuously examining our curricula via success rates and standardized exams. We are now in the process of introducing course level outcomes assessment. We are piloting in one course and planning to expand the assessments to other courses. However, we found that we will have to develop our own assessment tools since there is nothing readily available that meets our needs. The quality of chemistry courses is highly based on nationally standardized ACS tests. For general chemistry the results indicate that, on average, our students perform the same or a little lower than students across the nation on the standardized exam. In organic chemistry our students typically perform better than students nationwide.

The Department has formulated eight goals and developed an action plan to accomplish the goals over the next five years. Below are those goals and their rationale:

1. Develop and implement a comprehensive outcomes assessment plan.

Rationale: A formal and systematic outcomes assessment plan will enable the faculty to engage in scholarly discussions focusing on student learning and will result in consistent and regular review of student learning in an effort to continuously improve their learning experience and outcomes.

2. Continue to examine and revise the chemistry curriculum.

Rationale: It is critical that we continuously assess the content and effectiveness of our courses and to revise them as needed to provide the best educational experience for our students.

3. Continue faculty/staff professional development.

Rationale: This is critical for our own professional growth and to stay current in our field.

4. Continue to obtain outside funding for departmental activities.

Rationale: Outside funding will enable us to continue to develop and to offer new learning opportunities for our students.

5. Acquire appropriate full-time faculty base.

Rationale: It is in the best interests of the students and the College for the majority of courses to be taught by full-time faculty.

6. Maintain and improve the mentoring of adjunct faculty.

Rationale: We understand there will always be a need for at least some adjunct professors, so our mentoring program is designed to provide them with the support necessary for them to continue their own professional growth and to provide excellent learning environments for our students.

7. Maintain and improve the chemical hygiene plan (CHP).

Rationale: It is of utmost importance to us that our students, faculty and staff work in a safe environment and the CHP is central to our safety program.

8. Maintain and improve laboratory staff and operations.

Rationale: A well trained staff and documented protocols are necessary to the daily function of the chemistry program, for the safety of all chemistry faculty, staff and students, and to maintain Harper College's compliance with OSHA & EPA requirements.

Harper College
Academic Disciplines
Physical and Life Sciences General Education

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2014

Discipline Area	Physical and Life Sciences General Education
------------------------	--

Improvements & Rationale for Action

Harper College offers a wide range of general education courses in the physical and life sciences, with and without a lab component, for students to enrich their understanding of science concepts and the process of science and to fulfill their general education requirements for their degrees and certificates. These courses have been mapped to the 12 general education outcomes, and therefore some of the College's general education outcomes, such as effective communication, quantitative literacy and mathematical reasoning, have been assessed in some of the science courses. Since only samples of students' work from a variety of disciplines are assessed as part of the general education outcomes assessment process, we currently have no data for these general education outcomes across all science courses. None of the general education outcomes specifically address scientific literacy; however, each of the physical science and life science general education courses has a course outline that includes student learning outcomes. We have implemented a course-level outcomes assessment program in all departments. To date, only astronomy and general chemistry courses have utilized a common assessment tool across all sections.

The American Chemical Society national exam is administered as the final exam in the first semester of general chemistry. Data have been collected and will be analyzed this year by mapping questions on the exam to course-level outcomes and determining what percentage of students responded correctly to the selected questions. Recommendations for improvement will be informed by the results of the analysis. Starting in Spring 2011, two instruments developed by the NASA Center for Astronomy Education (CAE) have been administered in astronomy courses prior to and after the relevant material was covered in order to assess student gains in understanding. Student gains in courses where a significant portion of class time was devoted to interactive group exercises were dramatically higher than in lecture-based courses. The most straightforward interpretation of the results would be that active learning is the key to student gains in understanding. There is growing interest in adopting interactive learning methods and materials; all three full-time astronomy instructors and one adjunct have attended workshops on this topic. All departments that offer physical and life science general education courses have an assessment plan to ensure all courses will be assessed on a regular basis.

In the past five years, two new general education courses have been developed, Basic Concepts of Physics and Dinosaurs, Fossils and Planet Earth. Fundamentals of Nanoscience was renumbered with a physical science prefix after the nanoscience program folded, but still carries the same IAI number. Chemical World changed its IAI course information from P1902L to a P1903L as suggested by the panel. Three life science courses, Introduction to Human Anatomy, Introduction to Human Disease, and Anatomy were all considered too specific to meet the IAI general education criteria so they have been removed from General Education but continue to be taught as courses required for specific majors. It is anticipated that a new rocks and minerals survey course will be developed to provide a non-lab option for students interested in geology. Two other new general education courses under consideration are Heredity, Evolution and Culture with a laboratory component (it is currently taught as a non-lab general education course) and "Physics of Music" course for non-majors. All of these courses would satisfy new IAI codes and thus broaden our general education offerings.

In general, all of the departments that offer physical and life science general education courses strive to be cost effective. They charge reasonable laboratory fees to cover the cost of expendables in their lab courses. The College maintains a large capital equipment replacement budget to enable the sciences to retain state-of-the-art instrumentation and other equipment for student use in the laboratories. All departments are fiscally responsible; they seek the least expensive supplies that are still effective, negotiate with vendors for the best deals, and minimize waste. All departments will continue to work on sustainable practices that minimize energy usage and waste generation while still providing students with valuable

classroom and laboratory experiences.

The departments that offer physical and life science general education courses have identified the following recommendations that will result in updated and improved instruction in their general education courses.

1. Continue outcomes assessment efforts and use results to improve instruction.

A formal and systematic outcomes assessment plan will enable the faculty to engage in scholarly discussions focusing on student learning and will result in consistent and regular review of student learning in an effort to continuously improve their learning experience and outcomes. Besides using standardized instruments for outcomes assessment, efforts to measure outcomes at the course level need to be intensified.

2. Continue to examine and revise the curriculum, including laboratory experiments that take advantage of the equipment available in the departments.

It is critical to continuously assess the content and effectiveness of courses and to revise them as needed to provide the best educational experience for the students. This includes the need to develop new courses or lab activities that will incorporate instrumentation and available lab equipment and provide the best possible laboratory experiences for students.

3. Expand faculty/staff professional development opportunities.

This is critical for faculty members' professional growth and enables them to stay current in their fields. This ultimately benefits the students as they will be interacting with professionals passionate about and up to date in their fields.

4. Pursue the construction of an on-campus planetarium.

For two decades, the Physical Sciences Department has been on a mission to bring a planetarium to Harper College and has succeeded in getting it on the campus Master Plan. Besides transforming astronomy education and outreach, a digital dome theater will benefit all departments that utilize 3D multimedia. Department members have conducted extensive research on planetarium designs and projection systems. Approximately 80 students or community members can be accommodated under a 40-foot dome.

**Harper College
Academic Disciplines
Physical Sciences and Engineering**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2014

Discipline Area	Physical Sciences and Engineering
------------------------	-----------------------------------

Improvements & Rationale for Action

The Department of Physical Sciences offers courses in astronomy, geology, physics, and physical science. Courses in astronomy, geology, and physical science fulfill general education requirements for students in both transfer and career programs. Physics courses meet degree requirements in health care, technology, architecture, engineering, and science. The Department of Engineering provides courses for students pursuing four-year engineering degrees. Half of the courses in the program are directed toward students following curricula in mechanical, civil, or related engineering disciplines; the other half serve students considering degrees in electrical or computer engineering.

Nearly all courses in both departments are part of the Illinois Articulation Initiative and transfer to other institutions as either direct transfer for a particular course or as elective credit. Those not part of the IAI are also accepted in transfer as elective credit at many institutions.

During the previous five years, the department as a whole experienced a 5.4% growth in enrollment. In particular, PHY classes and EGR classes have experienced increases of 21.2% and 23.5% increases respectively over the prior five years. This rather dramatic increase is due in part to the newly established "Engineering Pathways" program with the University of Illinois at Urbana Champaign.

In general, Physical Sciences has been very cost effective. Over the past five years, revenues have grown by approximately 24%, primarily from an increase in tuition income due to swelling enrollments. Expenses have slightly outpaced revenues, increasing by 32%, but are still generally consistently much lower than revenues. In Engineering, annual deficits are large as a result of high faculty salaries coupled with a smaller headcount enrollment. Through a recent retirement, expenses have dropped by 50%.

Examples of initiatives since the previous review include:

- Established the very successful Engineering Pathways program with UIUC.
- Added PHY 100 Basic Concepts in Physics to the departmental offerings.
- Began the process of course-level outcomes assessment for PHY 201, the first physics course for engineering and physical science majors.
- Improved gains on the Force Concept Inventory (FCI), the standardized physics test administered to students, as a result of more interactive teaching methods.
- Started administering two instruments developed by the NASA Center for Astronomy Education (CAE) in astronomy courses prior to and after the relevant material was covered in order to assess student gains in understanding.

The department goals and recommendations are listed in priority order, as determined at the completion of this review:

1. Add full-time faculty members in Physics, Astronomy, and Physical Science/Meteorology.
2. Increase the number of adjunct faculty members.
3. Develop new courses.

- Explore multiple options for non-lab general education Geology courses (i.e., survey course on rocks and minerals, field geology to include possible Study Abroad option, climate change, etc.)
 - Consider new options for general education courses, including a “Physics of Music” course for non-majors.
 - Address the demand for physics teachers with STEM education courses for degree-seekers and as professional development opportunities.
4. Pursue the construction of an on-campus planetarium.
 5. Recruit and retain students from underrepresented groups in STEM.
 6. Continue outcomes assessment efforts and use results to improve instruction.
 7. Recruit students to become science teachers and offer STEM education courses.
 8. Write and revise laboratory experiments to best take advantage of department equipment.
 9. Expand professional development opportunities.
 10. Develop a research program for the Henize Observatory.

**Harper College
Cross Disciplinary Programs
Department of Academic Success:
Developmental Reading, Writing, and Learning Strategies**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS – CROSS-DISCIPLINARY PROGRAMS REVIEWED IN ACADEMIC YEAR 2014

Cross-Disciplinary Program	Department of Academic Success: Developmental Reading, Writing, and Learning Strategies
-----------------------------------	---

Improvements or Rationale for Action

The Department of Academic Success (DAS) is the first line of support and connection at Harper College for a large percentage of incoming students who are in need of support for college success. DAS provides courses designed to lay the groundwork in reading, writing, and learning strategies for all college-level courses for students who test into developmental reading and/or English, or who are seeking to enhance their content course success in the DAS transfer course, Psychology 106.

As Harper’s overall enrollment has decreased over the past several years in part due to economic factors, so has enrollment in DAS. From 2008 to 2012, DAS experienced a gradual upward trend from 680 to 715 students enrolled per year, and then a drop to 593 in 2012-2013. This change is due to economic factors affecting enrollment in the college overall, the discontinuation of the Harper football program (a large percentage of football players were enrolled in developmental courses) and new initiatives to increase college readiness which have decreased enrollment in developmental coursework. Overall, the Division and Department leadership have addressed the fiduciary impacts of enrollment declines by making data informed decisions for scheduling. This has meant fewer assignments for adjunct faculty and not replacing a FT faculty member who left the department voluntarily during the review period.

Since the last program review, DAS has done the following based on the 2009 action plan:

- Supported the development of the Project Success/Starfish/Early Alert system.
- Piloted various opportunities for students to ensure proper placement through retest and accelerate in the ENG and RDG developmental course sequences.
- Incorporated motivational materials and support for students in the RDG 090 course.
- Developed a master shell for PSY 106 to optimize resources across sections.
- Implemented a “Presence and purpose” activity in online courses to increase sense of community.
- Inputted course-level outcomes in updated TracDat system.
- Developed and taught multiple pilots of the First Year Seminar course.
- Collaborated with internal college strategy team and districts 220 and 211 to develop summer bridge programs.
- Contributed to the building of a department website including program and faculty information.
- Piloted hybrid ENG 001 class integrating RDG and ENG and including lab time.

In response to the internal review, the adjunct faculty focus groups, and the external consultant’s review, DAS had developed the following action plan:

- Review and explore recommendations of PAARK Assessment and The Common Core State

Standards as they evolve and align our courses with those outcomes and assessments.

- Begin conversations in collaboration with Assessment and Testing regarding the placement of students into the lowest level reading course. Currently, the placement score range is quite broad and it is difficult to address all of the students' needs when there is such a range of skills. DAS will work with Institutional Research to begin designing localized predictive validity studies to determine whether there is any correlation between specific placement score ranges and course success.
- Determine whether a standardized test that measures reading gains within a semester (which heretofore, on average, have been statistically significant and positive) is necessary. Evaluate the currently used DRP exam and determine either an alternate use for the DRP or an alternate exit exam completely.
- Strive towards collective development of master course shells and resource materials to provide all instructors with ample resources for optimal student support.
- Expand use of the departmental shared-drive to include a space for sharing resources relevant to research and conference attendance.
- Continue to encourage full- and part-time faculty to attend conferences both locally and nationally, and to utilize professional development funds available through the college. Invite full-time and part-time faculty members to share resources from conferences at lunch-and-learn sessions beginning in fall 2014.
- Relocate to new facilities sometime between 2015 and 2016.
- Begin to utilize the new white board technologies available in one classroom and determine the usefulness of such technology for other classrooms.
- Create and share marketing materials with counseling to utilize in advising students about the benefits of our learning framework course as well as cautioning them about taking courses with high reading level materials before completing developmental coursework.
- Remove the \$20 fee that is charged to RDG 090 students for periodicals and other course supplies as current texts can be obtained through the piloting of a course reader as a supplemental text.

**Harper College
Cross Disciplinary Programs
Developmental Education**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS – CROSS-DISCIPLINARY PROGRAMS REVIEWED IN ACADEMIC YEAR 2014

Cross-Disciplinary Program	Developmental Education
-----------------------------------	-------------------------

Improvements or Rationale for Action

In 2009, Harper College launched an in-depth and targeted examination of the success rates for its developmental education students. Efforts and resources have focused on partnering with the district high schools, identifying policy changes, enhancing services, and examining curricular changes to improve the success of developmental education students. Harper College has publicly committed to the success of all students and has adopted a comprehensive continuous improvement model that is embedded in its long-term strategic planning and part of its institutional effectiveness measures.

The College also realizes that long-term success requires full scale implementation of successful projects. A successful program that exemplifies large scale impact is Harper College’s partnership with the district high schools (Northwest Education Council for Student Success). The efforts of this partnership have resulted in math curricular alignment between the high schools and Harper College as well as collaborative work on curricular changes and dual credit options. The impact is noted in the college-readiness data of math students entering Harper College; 48.8% in 2009 compared to 67.1% college-ready in math in 2013. In 2014, a similar collaborative process has begun for the improvement of college-level readiness in writing.

Outreach efforts are also showing promise, with three years of gains in placement scores, persistence rates and course success of developmental students, particularly students of color, who participate in the REACH Summer Bridge program. Plans are being implemented for a phase-in approach that will connect with the full targeted population by 2015.

The implementation of a college-wide early alert system for developmental students (with two or more placements) has also shown promise over the past three years with strong participation rates by developmental students and teaching faculty. With more than 70% of flagged students seeking (and receiving) assistance, there have been consistent gains in semester-to-semester persistence and grade point averages of nearly 30 percentage points over non-participants. Such results have led the College to investigate expanding this intervention for more students.

The largest potential impact is in the classroom. The English, reading and mathematics faculty have been invested in search of curricular changes in developmental offerings at Harper College that will accelerate progress to and through college-level work. The overall progress of developmental students has remained steady, 66.9% in 2009 compared to 67.2% success rates in 2013. However, it is important to take into account the fact that a rise in college-readiness may be changing the need-level of those who remain in developmental courses. More college-ready entrants may be changing the profile of the developmental student.

Cohort tracking of developmental students over three-year periods has shown that there has been progress in success rates of reading students; 72% in the 2006-2009 cohort as compared to 78.1% of the 2009-2013 cohort. However, the cohorts tracked since 2006 in writing and math varied in success rates over time.

The continuing collaborative efforts, both with the high schools and in the developmental education departments, show promise for greater gains in the future. This renewed focus on success cannot be overlooked as a major achievement. The success agenda over the past five years has aligned effort, energy and commitment to examine new practices in pedagogy, delivery, curricular mix, and support service in order to improve progression of developmental students to and through college-level coursework.

**Harper College
Student & Academic Support Services Programs
Academic Support Centers/Success Services**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS – STUDENT & ACADEMIC SUPPORT SERVICES PROGRAMS REVIEWED IN ACADEMIC YEAR 2014

Student & Academic Support Services Area	Academic Support Centers/Success Services
---	---

Major Findings and Improvements/Modifications to the Area

Success Services for Students provides students with skills that will empower them to succeed in reaching their full potential as independent, lifelong learners. Strategies learned will improve academic abilities and skills in order to succeed in college. The department offers 17 different, one-hour sessions. Students are able to attend as many as they choose. The free sessions are offered on an individual basis and are completely confidential.

Students who are underprepared for college receive instruction for improving their academic skills by attending sessions and improve their performance while taking classes.

Success Services offers support to faculty in all academic disciplines. The Department plays a key role in the retention of students at Harper College.

Strengths:

- Improves student retention college wide
- Individual sessions are extremely effective
- Recommended strategies carry over to other classes
- Highly qualified and dedicated professional Learning Specialists
- Enhances communication between students and faculty members
- Services are free of charge to Harper students
- Flexibility of program schedule and services to meet individual student needs
- Services available to community members
- Focuses on specific student needs
- Special accommodations are made for students with disabilities
- Offer online opportunities to students studying at a distance
- Success Services website
- AccuSQL database to record student contacts
- Supplemental Instruction offers another component of academic support to students and faculty

Weaknesses:

- Limited physical space
- Contingent staff – no permanent Learning Specialist positions
- Students need to be aware of support services available to them
- Students are not aware of study strategies in earlier education
- Fluctuating demand
- Not all faculty take advantage of services

Improvements/Modifications since last review:

- Created Accounting Tips session
- Created DRP session
- Added Supplemental Instruction Program
- Created Online Study Tips Session
- Offered Blackboard Collaborate Option to students at a distance
- Added bookmarks with QR codes

- Updated website

Recommendations:

- Increase Supplemental Instruction support to additional sections of historically challenging courses
- Revise and expand Success Services offerings
- Expand on-line opportunities
- Expand collaborations with other College departments and programs
- Attend professional conferences and seminars to acquire innovative ideas
- Secure additional permanent office space for student appointments
- Revise and expand website

Harper College
Student & Academic Support Services Programs
Academic Support Centers/Tutoring Center

College Name: William Rainey Harper College
--

District Number: 512

SUMMARY REPORT OF REVIEW RESULTS – STUDENT & ACADEMIC SUPPORT SERVICES PROGRAMS REVIEWED IN ACADEMIC YEAR 2014

Student & Academic Support Services Area

Academic Support Centers/Tutoring Center
--

Major Findings and Improvements/Modifications to the Area

The Tutoring Center provides academic assistance and review of materials previously presented in class. This instructional support is given on an individual or small group basis in over 100 courses. Students must be currently enrolled in the courses for which they are seeking help. Qualified professional and peer tutors administer this assistance for the individual student promoting student success and aiding in student retention, which are goals of the department.

The Tutoring Center offers tutoring, free of charge, to all Harper students. Each tutoring session provides an educational opportunity to a student which enhances the knowledge they receive in the classroom, and in turn prepares them for their future careers. As a support program, Tutoring enhances the learning environment at Harper College.

Strengths:

- Improves student retention college wide
- Services are free to Harper students
- Flexibility of program schedule meets individual student needs
- Open six days a week
- Open during finals weeks
- Tutoring available to community members
- Special accommodations are made for students with disabilities
- Offers limited online opportunities to students studying at a distance
- Various forms of tutoring support are available to students
- Highly qualified staff
- Semester review offered to students
- Several tutors volunteer their time
- AccuSQL database to record student contacts
- Wide variety of offerings
- Strong faculty support
- Increases student GPAs

Weaknesses:

- Only one permanent tutor on staff (29 hour/week Math tutor)
- High turnover and constant need to recruit and train new staff because of temporary positions
- Challenge to find qualified professional and student tutors
- Restriction on Adjunct hours
- Restriction on Retirees
- Limit on multiple assignments
- Students need to be aware of support services available to them
- Fluctuating demand
- Lack of physical space – The department becomes crowded, warm and noisy during peak periods
- Lack of space for private appointments – very few work stations
- Tutor schedule changes are very common due to part-time staff and large number of student employees

Improvements/Modifications since last review:

- Piloted on-line tutoring using Blackboard Collaborate during summer 2013
- Hired Evening/Weekend Supervisor position (19 hours/week)
- Hired part-time Clerk/Receptionist (29 hours/week)
- Purchased and implemented AccuSQL database to authenticate and record student contacts
- PANs are now completed online
- Investigation of tutor certification programs began
- Hours extended to remain open in between semesters
- Hours extended to remain open during finals weeks
- Tutoring is now offered in medical imaging program

Recommendations:

- Evaluate student satisfaction in assistance received through a tutoring session
- Attend professional conferences and seminars to acquire innovative ideas
- Improve current tutor training program and explore certification programs
- Revise and expand Tutoring Center website
- Expand on-line opportunities

Harper College
Student & Academic Support Services Programs
Academic Support Centers/Writing Center

College Name: William Rainey Harper College
--

District Number: 512

SUMMARY REPORT OF REVIEW RESULTS – STUDENT & ACADEMIC SUPPORT SERVICES PROGRAMS REVIEWED IN ACADEMIC YEAR 2014

Student & Academic Support Services Area

Academic Support Centers/Writing Center

Major Findings and Improvements/Modifications to the Area

The Writing Center provides an instructional workshop environment which supports the ethical creation of academic written work by combining professional staff and current technology to assist on-line, blended, and traditional writing instruction at all levels and in all disciplines. The Writing Center offers an enriched environment that supports the teaching and practice of effective writing in many disciplines and at many levels. Professional staff offers instructional guidance in the writing process including the use of technology tools to research, create, organize, revise and edit academic documents. The Writing Center assists students in successful completion of coursework and aids in college retention. All sessions are offered on an individual basis and are confidential.

Strengths:

- Provides writers with efficient, cost-effective support
- Provides a diverse workshop environment to serve students from a variety of academic areas
- Collaborates with ESL faculty to provide more effective service for their students
- Provides comfortable, ergonomic work spaces
- Improves student retention college wide
- Individual sessions are extremely effective
- Enhances communication between students and faculty members
- Services are free of charge to Harper students
- Flexibility of program schedule and services to meet individual student needs
- Services available to community members
- Highly qualified and dedicated staff
- Within the Harper community tutors can be recruited who understand the diverse needs of Harper students
- Students have the option to make appointments or utilize walk-in service
- The Writing Center website
- The lab facilities are adequate for the students' needs
- Focuses on specific student needs
- Special accommodations are made for students with disabilities
- Offer on-line opportunities to students studying at a distance
- AccuSQL database to record student contacts

Weaknesses:

- Contingent staff – no permanent tutor positions
- Not all faculty take advantage of services
- Students need to be aware of support services available to them
- Fluctuating demand
- Lack of consistent help at the front desk; the need to constantly retrain new student aides distracts from providing services and customer service becomes weak
- Lack of time and resources for part-time staff professional development
- When the Writing Center is crowded, the noise level can become distracting

Improvements/Modifications since last review:

- English Tutoring moved to the Writing Center in 2010
- In fall 2010, the Lead Specialist and English Area Tutor Coordinator began working in the Writing Center as the two full-time positions. The Specialist position has been vacant during the past year and is now filled on a limited term basis.
- Now offer walk-in and appointment-based services
- Staff members were able to participate in expanded professional development activities due to the Success Grant funds that were received in fall 2010
- The Writing Center website was updated during 2010-11
- During 2010-11, several semi-private tutoring areas were created to accommodate the addition of English tutoring
- AccuSQL was implemented to record student contacts
- The Writing Center expanded its efforts to collaborate with campus departments to review support services needed for non-native students. Staff assisted the ESL Department in presenting a workshop at the 39th Annual Illinois TESOL Bilingual Education Conference in February 2013.
- Offer on-line opportunities to students studying at a distance

Recommendations:

- Secure permanent staff (FT Lead Tutor and PT Clerk/Receptionist)
- Expand collaboration with other campus departments
- Revise and expand Writing Center website
- Improve current tutor training program
- Expand on-line opportunities
- Attend professional conferences and seminars to acquire innovative ideas
- Evaluate student satisfaction in assistance received through a tutoring session

**Harper College
Student & Academic Support Services Programs
Career Center**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS – STUDENT & ACADEMIC SUPPORT SERVICES PROGRAMS REVIEWED IN ACADEMIC YEAR 2014

Student & Academic Support Services Area	Career Center
---	---------------

Major Findings and Improvements/Modifications to the Area

The Career Center supports students in determining a career direction that will bring focus to their education program. Students are educated, assisted and guided in the lifelong process of career exploration and planning through the following:

- Individual career and academic counseling services
- Career exploration/job search resources and technology
- Internship development and education
- Collaborative relationships with employers, faculty and community
- Special career-related outreach and information events

Strengths:

- Strong leader and dedicated, caring and motivated professional staff
- Resources, both in print and online for students' use 24/7
- A variety of programs/events to address students' needs, especially for the undecided
- Continuous professional development to incorporate the latest trends in career development

Weaknesses:

- Strengthen career information for onboarding students
- Enhance services and data collection for job search assistance
- Expand the internship program
- Continue to stay abreast of technological changes
- Revise the Career Center web pages navigation

Improvements/Modifications since last review:

- The growth of the internship program, with increased student placement, has been beneficial to students and local employers.
- Student on-campus employment was made a part of the College's strategic plan for completion with a team focused on increasing the number of jobs available on campus and tracking the success of student workers. As a result, the student on-campus employment system was improved, trainings for both student workers and supervisors were implemented, Student Employment Expos were created, and an annual Student Worker Appreciation lunch established.
- A task force was created to make recommendations about improving job placement services. Consequently, a new unit under the VP of Workforce and Strategic Alliances was created in the fall of 2014. Called the Job Placement Resource Center, it has a focus on helping students to become career-ready.

Recommendations:

- Provide a greater focus on career development. Demonstrate to students, upon entry, the link between their program of study and jobs. Increase the awareness of career decision making and provide assistance throughout their time at Harper College for their life transitions.
- Expand linkages with the newly piloted first year seminar courses, infusing topics of career exploration and world of work into these contextualized seminars for new degree-seeking students.
- Bring career, academic and personal counseling/advising together in a more seamless and cohesive way, including the ability to be co-located in the new Canning Center (one stop student services building).

**Harper College
Student & Academic Support Services Programs
Center for New Students and Orientation**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS – STUDENT & ACADEMIC SUPPORT SERVICES PROGRAMS REVIEWED IN ACADEMIC YEAR 2014

Student & Academic Support Services Area	Center for New Students and Orientation (CNSO)
---	--

Major Findings and Improvements/Modifications to the Area

The Center for New Students and Orientation (CNSO) has been a source of new student support since its origination in 1983. CNSO provides new students with information, advising and support as they enter the College and are often (degree seekers) required to participate in our programs. Programmatic and staffing changes have occurred over the years, but the unique mission of the Center for New Students to support new students through individualized service has remained largely unchanged.

The 2007 program review proposed that additional support and services be offered to part-time degree-seeking students (not just full-time students) and that goal was accomplished with the 2011/12 overhaul of the admission categories and criteria at the College. New part-time, degree-seeking students now benefit from the mandatory placement testing and advising, which was formerly required of only full-time students.

In addition, the 2007 review suggested that CNSO could become more involved in supporting special populations, and CNSO has accomplished that goal in several ways. Additional programs and services for transitioning high school students (REACH and Adelante) have been initiated or expanded through CNSO's involvement. Additional support is now offered to prospective high school or home schooled concurrent students with a broader role in place for CNSO to gather student data and make informed enrollment/admission decisions, in consultation with high school partners. Similarly, CNSO became more involved with the PTK/Honors program by training student/peer mentors and supervising a mentoring program, which resulted in 500+ contacts over two semesters in 2011/12. Due to changes in veteran and WIA/TAA requirements, CNSO now creates a more detailed program of study plan that outlines the courses per semester towards their goal completion.

Lastly, CNSO's space needs (identified in the 2007 review) were tended to in 2011. CNSO's office suite was remodeled to include an additional office, an improved conference room/presentation room as well as a work room/storage room and an additional staff workstation for document scanning needs.

Over the past four years and through the alignment of CNSO in Enrollment Services, a shift in staffing has occurred to provide more year-round, 12-month support through pro-tech advisors and to reduce the reliance CNSO has had on faculty counselors. Additional training and reframing of roles has resulted in seamless service delivery to students – all while maintaining CNSO's reputation for innovative and responsive programming to meet the changing needs of community college students.

The recent (Jan, 2014) addition of the Women's Program into the new student services area will create greater opportunities for synergy and cross programming to better serve students in general, but particularly the community college 'adult' student who may have a need for academic planning combined with support services about goal planning, financial aid and veteran's support, as well as work/life/family balance in general. Additional recommendations include:

- Continue to participate in the development of the Canning Student Life Center/Campus One Stop building from the perspective of improving new student orientation and advising services.
- Expand the current 'Orientation Preview' online to provide more direct support related to test preparation and to enhance opportunities for orientation participation via email or phone advising.
- Continue to examine and refine Orientation pathways and differentiated programming for special populations as well as additional admission categories (student-at-large, certificate-seeking) to ensure optimal access and support for all new students on entry.

- Finalize the Adult Student Services Proposal which will include recommendations for improving support for adult students:
 - Programs designed specifically for adult students on key topics (financial aid, career direction, study skills support, test prep, confidence building) through 'ask an expert' monthly offerings
 - Improvements in external web content and internal on-boarding processes for adult students, as well as students in general (including the Harper Map, "MyPlan" student portal tools).
 - Improved adult student advocacy/referral and triage support through the realignment of the Women's Program to CNSO.
 - Assess staffing resources related to serving adult students in the new Adult Center – which will be programmatically aligned with CNSO and the Women's Program in the new Canning Student Life Center.

**Harper College
Student & Academic Support Services Programs
Continuing Education**

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS – STUDENT & ACADEMIC SUPPORT SERVICES PROGRAMS REVIEWED IN ACADEMIC YEAR 2014

Student & Academic Support Services Area	Continuing Education
---	----------------------

Major Findings and Improvements/Modifications to the Area

Harper College Continuing Education provides learning experiences for all ages to assist students in realizing their full potential. The department enriches lives through flexible, innovative programs that focus on the changing needs of our community. The department accomplishes this through:

- A commitment to the success of each student from registration to evaluation.
- Excellence in program content, instructional talent, and the learning environment.
- Comprehensive, need-driven programs and activities.

Improvements/Modifications since the last review:

- CE Division Office. Established CE division office in the Wojcik Conference Center including a more professional and accessible walk-in registration and reception functions in the conference center.
- Centralized Approach to Workforce Development. The division was reorganized to include contract training and open enrollment noncredit instruction. A new workforce development department was formed under the same vice president ensuring close alignment of goals and initiatives between various workforce serving departments. Developed and implemented a collaboration framework to better coordinate program development between noncredit and credit.
- Optimizing CE Implementation with the Student Registration System. Implemented Banner Flexible Registration, an Ellucian solution, to provide a shopping cart registration experience to noncredit students.

Recommendations:

1. Rebranding. The department has long been challenged to represent its diverse programming under a single brand. The department must gain an understanding of how the community perceives the Harper Continuing Education brand. This learning will provide direction to the College as it examines what, if any, brand changes may be needed.
2. Forecast Focus. The department is extremely responsive to just-in-time programming needs. However, this responsiveness is often to the detriment of more long-term, strategic programmatic directions. Regular, high quality program forecasts would provide an important tool for keeping long-term programmatic directions on target.
3. Badging. The department has been a leader and innovator for many operational and programmatic strategies currently infused in continuing education programs nationwide. For several years, the department has been seeking an alternate credentialing format to delineate itself from credit (academic) programming. Through the implementation of badges as a means of credentialing workplace skills, the department will once again position itself as a leader among continuing education divisions in community colleges.

Part B
Results from Prior Reviews

**Harper College
Results From Prior Reviews
Adult Education Department**

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2014 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES

Program Identification Information

6-digit CIP	
Career Cluster	
Career Pathway	
Program of Study	
Community College Program Title Adult Education Department	Degree Type 11

Action

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

Improvements & Rationale for Action

FEEDBACK/MEASURING STUDENT SUCCESS

- As ICCB funding requirements have changed by establishing specific state targets for NRS level gains (as opposed to point gains), AED has adopted an increasingly data-informed approach to program planning. Examples include (1) a new NNL student orientation PowerPoint describing how learning gains impact both the learner’s future and funding for the program; (2) an expanded, two-day ABE/GED student orientation, including interactive strategies for anticipating and navigating potential barriers to attendance and learning.
- Sharing of learning progress and level gains with individual learners; invitations to students who have dropped to return to class and post-test.
- Use of new ICCB-issued tool for “drilling down” testing data by site or by level in order to discover trends and develop improvement strategies; distribution of testing data to individual instructors, including post-test percentages, level gains, and student persistence rates. A joint end-of-year wrap-up meeting for both NNL and GED instructors is planned where program data will be analyzed and robust instructional strategies will be shared.
- A full-scale GED graduation ceremony will take place in June in the Performing Arts Center, following on the success of last year’s event (which was revived after a 24-year absence).

Action Plan/Timeline: We plan to use the (above) data analysis in future program planning, including scheduling, allocation of resources, and curriculum changes in FY15.

TECHNOLOGY

The major challenge this year was transitioning from the paper-based to the new, computerized GED 2014 test. In order to prepare learners for increased use of technology, AED has undertaken the following:

- Collaborated with the Testing Center to move the administration of the GED test to the Harper Professional Center (HPC).
- Expanded instructional technology options, including 15 laptops and five iPads at NEC; 12 Nooks at

NEC and HCRM for use with NNL learners.

- Adjunct, staff, and full-time faculty participation in identifying specific computer competency skills to be incorporated at NNL Levels 1 – 5; in anticipation of NNL learners eventually transitioning to ABE/GED, instructors must help develop these technology skills from the very beginning.
- Development of student PowerPoint presentations and use of social networking as part of academic readiness for credit classes at Harper.

Action Plan/Timeline: We plan to continue to train and retrain faculty and staff as new technologies emerge throughout FY15.

COMMUNITY PARTNERSHIPS

AED collaborated actively with community partners throughout FY14. Highlights include the following:

- Collaborative planning between Harper College and Elgin Community College culminated in a fall 2014 start date for the new Education and Work Center in Hanover Park. Key personnel are being interviewed to direct activities at the new site. Building plans, hiring of staff, scheduling, curriculum, and plans for coordinating databases have been in the works.
- AED faculty and staff participated in the hiring of a director for the new, revamped Harper College Learning and Career Center (formerly NEC); AED has collaborated with several community partners, such as area businesses and public libraries, in planning for the re-envisioned site. For example, AED faculty and staff have supported initiatives by the Prospect Heights Library to start book clubs for higher-level ESL learners in the Reading Room.
- AED faculty and staff work closely with POC Director, Kathy Millin, in coordinating Harper's efforts with the many other service providers at the site in Northwest Palatine; recently, the AED Director helped coordinate schedules so that residents could attend both Spanish Literacy and low-level ESL classes (on alternating days).
- AED faculty and staff collaborated with many outside community agencies in order to gain vital information about topics such as healthcare, immigration, fair housing, and workers' rights to AED students; in FY14, there were classroom visits from HIAS (Citizen and Immigration), Hope Fair Housing, Affordable Health Care Information, Chicago Workers Collaborative, DACA (Deferred Action) representatives, NWCH Promotores (Nutrition and Wellness), and others.

Action Plan/Timeline: We plan to work closely with these partners in FY15 in meeting the needs of AED students at all AED sites, including the new one in Hanover Park and at the refurbished site in Prospect Heights.

**Harper College
Results From Prior Reviews
Anthropology**

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2014 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES

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 Anthropology	Degree Type

Action

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

Improvements & Rationale for Action

- Our Summer Archaeology Field School in Rockton, IL, in collaboration with Midwest Archaeological Research Services (M.A.R.S.), is currently in its 31st year of operation. We continue to market this successful college-credit student-oriented archaeological field school workshop.
 - Reintroduction of anthropologically-related travel/study tours to Mexico and South America will be reexamined as part of the overall campus initiative to more effectively internationalize the curriculum.
 - As in past years, the Anthropology Program has again been very cost effective in FY 2013-14.
 - We continue to augment the osteological and fossil collection (unique to Harper College among two-year colleges nationwide) 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 viewing public.
- Over the past academic year, the Anthropology Department has continued to maintain a strong profile in all areas including staff and professional 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.

**Harper College
Results From Prior Reviews
Early Childhood Education**

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2014 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES

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 Teacher	30Cert
ECE: Special Education Paraprofessional	30Cert
ECE: Before/After School Care	30Cert
ECE: Infant/Toddler	30Cert
Early Childhood Edu Administrator	30Cert
ECE: Family Child Care	30Cert

Action

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

Improvements & Rationale for Action

The Early Childhood Education Department is currently working on updating their curriculum alignments to meet the revised Illinois Professional Teaching Standards, Gateways Credential Standards, and NAEYC standards. They have met as a department with full-time and adjunct faculty to review all core courses, syllabi, and assessments. The changes will also be reflected in updated departmental outcomes.

The Assistant Teacher Certificate became the first ECE certificate to be offered completely on-line beginning in the spring 2014 semester. More blended and on-line classes are being offered to better accommodate student needs.

An on-line portfolio was developed using Google Sites for students to use throughout their time in the program. Two faculty are piloting the portfolio this year in hopes of making it required for all students in fall 2015.

The ECE Department submitted their NAEYC Accreditation annual report and Gateways Entitled Institution renewal paperwork in fall and spring, respectively.

One faculty member has been nominated to serve on the Illinois Gateways Family Child Care Credential committee. Another has been nominated to serve on the committee to revisit the IAI Panel.

The department has continued to work with the district high school faculty to further the work with Dual Credit for ECE 101: Introduction to Early Childhood Education. The department will be meeting with high school faculty to complete a grade comparison analysis of dual credit and Harper students.

The department also began work in fall 2013 with Roosevelt University and Harold Washington College to participate in a consortium on a grant received from ISBE to align coursework between 2- and 4-year institutions. The grant will end in December 2015.

The department has created drop-in sessions for students to apply for the Gateways Credentials, with which their certificates are aligned.

The ECE Department has hosted three professional development events:

- The Kindergarten Summit in fall 2013, in which 90 early childhood professionals and kindergarten teachers from district schools came together to collaborate on helping children transition to kindergarten in Harper's district. A follow-up summit is planned.
- The ECE Symposium in spring 2014, in which 80 ECE professionals participated in workshops regarding building relationships with children and parents.
- The High School Conference in spring 2014, in which 150 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 emergent curriculum ideas and Dual Credit assessments.

**Harper College
Results From Prior Reviews
Economics**

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2014 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES

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 Economics	Degree Type

Action

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

Improvements & Rationale for Action

Significant improvement of all the courses offered in the Economics department is the “Standardization initiative” that was not mentioned in the last review. Excepting for one full-time faculty member, all courses (200, 211, and 212) taught by all other full-time faculty members and adjuncts are standardized in terms of course materials used (textbooks and on-line supplements) and departmental exams. This has been in place for two semesters now, and it is expected to continue in the future. The outcome analysis of the last semester results is very encouraging.

**Harper College
Results From Prior Reviews
Education**

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2014 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES

Program Identification Information

6-digit CIP	
Career Cluster Education & Training	
Career Pathway Teaching/Training	
Program of Study Teacher Education	
Community College Program Title Education	Degree Type

Action

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

Improvements & Rationale for Action

IMPROVEMENTS:

1. Effective spring 2014, the Education department requires all students to utilize an e-portfolio, which is created via Google sites. The e-portfolio was piloted during fall 2013 in two sections of EDU 201 and one section of EDU 219. The pilot went well, a few changes were implemented, and the e-portfolio is now required in ALL EDU courses and sections.
2. EDU 230 has been aligned to the New Illinois Professional Teaching Standards and has been added to the Departmental Matrix.
3. The department chair continues to work closely with the neighboring districts regarding the background check process. As of spring 2014, Districts 59 and 15 require students to obtain their background check at their own district offices. The rest of the districts allow students to use their Accurate Biometrics background check.
4. The department is continuing to develop courses in non-traditional formats. EDU 219 – Students with Disabilities was developed on-line, and successfully ran during spring 2014. EDU 220 – Diversity in Schools and Society is being developed on-line, with the first on-line offering being summer 2014.
5. EDU department chair worked collaboratively with ECE department coordinator to offer professional development opportunities for part-time faculty: Fall 2013 hosted a joint meeting which focused on an examination of issues we face as community college educators (Student Success initiative at Harper). Spring 2014 hosted a joint meeting which focused on flipping the classroom (use of technology to enhance instruction).
6. Participated in both Open Houses at Harper during 2013/2014. During the Spring 2014 Open House, ECE/EDU had a joint break-out session in which a formal presentation was made about the Education Programs offered at Harper College.

FUTURE IMPROVEMENTS:

1. Explore the development of EDU 202 and EDU 230 as blended sections to help the department make better use of the education classroom.

2. Explore the development of EDU 999 as a blended option.
3. Offer additional professional development opportunities for adjunct faculty – fall 2014 hope to focus on the e-portfolio and spring 2015 TBD.
4. 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.

**Harper College
Results From Prior Reviews
English as a Second Language/Linguistics**

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2014 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES

Program Identification Information

6-digit CIP	
Career Cluster	
Career Pathway	
Program of Study	
Community College Program Title English as a Second Language/Linguistics	Degree Type 11

Action

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

Improvements & Rationale for Action

ADVANCED INTEGRATED LEARNING COMMUNITY (READING AND WRITING)

- The ESL faculty developed a learning community of linked courses, ESL 073 Reading V (4 credits) and ESL 086 Editing Skills (2 credits), that enables students to fulfill the level V reading and writing requirements in six credits rather than eight. One section will be piloted in the fall.

LINGUISTICS PROGRAM

- Finalized the development of the on-line version of LNG 220, and will offer it for the first time this summer.
- The Linguistics committee has written a proposal for a TESOL certificate that will include both Linguistics courses and other courses offered at Harper, especially from Education. The proposal has received positive feedback from all the stakeholders, and the committee is now planning to write a practicum course to be submitted to the Curriculum Committee in the fall together with the TESOL Certificate proposal.

ENGLISH FOR SPECIAL PURPOSES

- A committee was formed to discuss possible “bundling” of courses to offer the working community as a certificate for “ESL Professionals.” We have identified 12 courses in our program that we’d like to make part of this bundling, and we also created a new course, “Job Search Communication Skills” that will fit nicely into this bundle. We are starting to market and schedule these courses so that our working/business community will be able to take them easily. We are also offering the “Job Search” course both on the Palatine campus and at the Northeast Center. We have to further research how we will make the certificate credentialed by the College.

IDENTIFYING/SUPPORTING AT-RISK STUDENTS

- Piloted a procedure to identify at-risk students in Writing V, our bridge level writing class. Based on data that showed that (1) a previous failure of the course or (2) a C in the previous level were most predictive of failure in Writing V, we flagged all students who met one or both of those criteria. We contacted all flagged students to invite them to a series of three extra editing workshops and to

encourage them to use our tutoring program and other resources to improve their skills. Also, we informed instructors about their flagged students and allowed them to flag additional students based on other concerns.

- Supplemental instruction in fall consisted of a series of three workshops focused on grammar and editing skills. Attendance at the workshops and subsequent outcomes were tracked and is under analysis to inform future planning.

WRITING CENTER COLLABORATION

We have continued our collaboration with the Writing Center:

- ACCUSQL (the same login system used in the Writing Center) has been installed in the ESL Language Lab. ESL students who learn the system in the ESL lab will now also know how to log into the Writing Center, facilitating their transition out of ESL into the college at large.
- Additionally, representatives from the Writing Center and ESL met during March 2014 to clarify policy issues regarding ESL students using the Writing Center. As a result, we have a more refined and clearer policy.
- A follow-up joint tutor training workshop was provided for tutors from the Writing Center and the ESL Department.

**Harper College
Results From Prior Reviews
Geography**

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2014 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES

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 Geography	Degree Type

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 working towards the creation of a GIS certificate program. We are hoping the certificate will be in place within one year from now. As part of the process, we created an Advisory GIS Committee that is run by GIS professionals. The Committee meets at least twice per semester.

Since Fall 2013, the GEG department has started to use the revised and much improved Geography Lab Manual edited by Professor Mukila Maitha. All Physical Geography instructors benefit from utilizing this easy-to-use teaching tool and, given that all instructors use this same lab source material, the department has been able to bring uniformity to instruction in the Geography Department.

The Geography Department has re-started offering GEG 101 Blended: World Regional Geography. The Department will also offer GEG 151: Intro to GIS in a blended format this fall 2014. In summer 2014, the Geography Department will offer two sections of GEG 103: The Developing Countries in an on-line, five-week format. Both sections are already full.

The Geography Department is in the process of standardizing exams, vocabulary quizzes, assignments and map quizzes for Physical Geography. World Regions Geography will use the same map quizzes, exams, and vocabulary quizzes. The goal of the Department is to standardize exams, map quizzes, and the final exam starting this fall 2014 in all Physical Geography classes and to continue that standardization effort going forward.

Professor Mukila Maitha sought and received feedback on how to effectively assess student aptitude from all part-time instructors that teach Physical Geography. Based on this feedback, Mukila created an assignment to use for assessment purposes in all Physical Geography classes. The Department recently administered the assignment in all Physical Geography classes. We are currently analyzing the data. Our goal is to assess students' geography aptitude once they complete a Physical Geography class, testing their abilities in reading maps, latitude, longitude and map projections.

This spring 2014, the Geography Department offered a Physical Geography (lab and lecture) in a blended format for honors students.

The Department is still exploring the possibility of linking some Physical Geography classes to the Physical Geography lab. The goal is to have students take the Physical Geography lecture and lab with the same instructor. We offered one section in a Learning Community format last spring 2013. Enrollment was,

however, negatively affected by linking the two classes. As a result, the Geography Department is reviewing options for offering a Physical Geography lecture and lab linked together without affecting the Department's enrollment.

**Harper College
Results From Prior Reviews
History**

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2014 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES

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 History	Degree Type

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 History Academy continues to expand with more students and university professors participating. A Student Seminar has been added during the spring 2014 semester.

Internship opportunities are still available at local museums, the Illinois State Historical Society in Springfield and the Hayes Presidential Library in Fremont, Ohio.

The History Department has actively participated in open houses at Harper and special high school recruiting events.

New Topics Courses in History were offered this spring semester 2014.

Professional development activities continue to be offered during the 2013-2014 academic year. Emphasis was placed on the new core standards in K-12 schools and their impact on higher education. In addition, sessions were devoted to retention strategies in higher education for at-risk students.

The History 111 web course is complete and fully operational. The History 112 web course has been completed.

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.

The History Department has revised course outcomes for History 111 and is currently assessing those outcomes during the spring 2014 semester.

The History 112 Document Reader has been revised and republished by McGraw-Hill, Inc. In addition, a new Roman History Reader for History 270, History of Rome, has been published by McGraw-Hill, Inc.

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 is continuing to serve on both the General Education and History Panels of the Illinois Articulation Initiative.

The History Department has kept current in technology in the classroom through the use of iPhones, iPads and tablet computers.

The History Department on-line classes can now be accessed on mobile devices.

Course level assessments have been implemented in American History 111.

A two-year grid for course offerings has been created and followed for History.

**Harper College
Results From Prior Reviews
Political Science**

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2014 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES

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 Political Science	Degree Type

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 Political Science Department has actively participated in open houses at Harper and special high school recruiting events.

New Topics Courses in Political Science were offered this spring semester 2014.

Professional development activities continue to be offered during the 2013-2014 academic year. Emphasis was placed on the new core standards in K-12 schools and their impact on higher education. In addition, sessions were devoted to retention strategies in higher education for at-risk students.

The Political Science Department has focused on faculty diversity.

The Political Science Department has kept current in technology in the classroom through the use of iPhones, iPads and tablet computers.

The Political Science Department on-line classes can now be accessed on mobile devices.

Course level assessments have been implemented in Political Science 101.

The Political Science Department offered Professional Development opportunities for adjuncts focusing on the topic of Safe assignments.

A two-year grid for course offerings has been created and followed for Political Science.

**Harper College
Results From Prior Reviews
Psychology**

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2014 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES

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 Psychology	Degree Type

Action

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

Improvements & Rationale for Action

Maintained departmental membership in the APA.

Continued to implement APA outcomes in courses. APA outcomes were revised in August, 2013 to reflect two levels, baccalaureate-level and foundational-level (first four courses in psychology). As a community college, we emphasize the foundational-level.

Goal 1: Knowledge Base in Psychology

Goal 2: Scientific Inquiry and Critical Thinking

Goal 3: Ethical and Social Responsibility in a Diverse World

Goal 4: Communication

Goal 5: Professional Development

Participated in 0 to 15 institutional strategy team to improve completion rates in PSY 101. Emphasized assessment of research methods outcome in PSY 101.

Developed learning communities with Liberal Arts.

Eliminated the self-paced format for PSY 101.

Participated in open houses at Harper during 2013/2014.

**Harper College
Results From Prior Reviews
Sociology**

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2014 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES

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 Sociology	Degree Type

Action

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

Improvements & Rationale for Action

There have been no significant revisions to the program. The department has developed and deploys on-line offerings in SOC 101 (Introduction to Sociology), SOC 120 (Family in Contemporary Society), and SOC 205 (Social Problems) in fall, spring, and summer semesters. The department has also developed a blended section of SOC 215 (Social Psychology) and will pilot a blended section of SOC 101 in the fall semester. The study abroad section of SOC 205 ran in the spring of 2013 and will be reoffered in the spring of 2015. An evening section of SOC 215 will again be offered in the fall semester for the benefit of non-traditional students in the Human Services program.

Part C
Program Review Schedule

Program Review Schedule					
	2014-2015 FY15	2015-2016 FY16	2016-2017 FY17	2017-2018 FY18	2018-2019 FY19
Across Divisions	Humanities and Fine Arts	Social and Behavioral Sciences	Written and Oral Communication	Mathematics	Physical and Life Sciences
Across Divisions	Vocational Skills	Transfer Functions and programs (AA, AS, AAT, AFA, AES, AGS)	General Education	Adult Ed and ESL	Remedial and Developmental
AEE				AED ESL/LINGUISTICS/IEP	DAS: READING (RDG) COMMUNICATIONS (COMM) AND LEARNING SKILLS
BUS/SS	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		BUSINESS ADMINISTRATION 5202 ADV MANAGEMENT (MGT) 5202 GEN MANAGEMENT (MGT) 5202 PURCHASING (MGT) 5202 E-COMMERCE (MGT) 5202	ACCOUNTING (ACC) 5203 FINANCIAL MGT (FIN) 5208
CTP	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 COMPUTER INFORMATION SYSTEMS (CIS) 1102, 1104, 1512 WEB DEV (WEB) 1108 NETWORKING (NET) 1110 PARALEGAL STUDIES (PLS) 2203	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/ BUILDING CODES (ARC/BCE) 1513, 4604 SUPPLY CHAIN (SCM) 5204	INTERIOR DESIGN (IND) 5004 HEATING, VENTILATION & AIR CONDITIONING (RAC) 4702 GRAPHIC ARTS TECH 5004

Program Review Schedule, Continued					
	2014-2015 FY15	2015-2016 FY16	2016-2017 FY17	2017-2018 FY18	2018-2019 FY19
HC	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	PHLEBOTOMY (PHB) 5110
LIB ARTS	ART/FINE ART (ART) HUMANITIES (HUM) MUSIC (MUS) PHILOSOPHY (PHI) SIGN LANGUAGE (SGN) WORLD LANGUAGES		SPEECH/THEATER (SPE) ENGLISH/LITERATURE (ENG/LIT) MEDIA WRT/DESIGN (MCM) 0904 ONLINE COMM (MCM) 0907 PUBLIC RELATIONS (MCM) 0909	SIGN LANGUAGE INTERPRETING (ITP) 1616	
Workforce Dev/CE					CONTINUING EDUCATION (CE) JOB PLACEMENT RES CTR
MATH/SCI		KINESIOLOGY (KIN) HEALTH EDUCATION (HED)		MATH (MTH) DEVELOPMENTAL MATH COMPUTER SCIENCE (CSC)	BIOLOGY (BIO) CHEMISTRY (CHM) PHYSICAL SCI/ENGINEERING (AST/GEO/ PHS/PHY/EGR)
RFL		LIBRARY			TUTORING CENTER WRITING CENTER SUCCESS SERVICES
ASSOC PROV				CII INTER. STUDENTS OFFC	
STU AFFAIRS			HEALTH SERVICES ATHLETICS STUDENT INVOLVEMENT, RECREATION ROOM & THEATER/BOX OFFICE		
STU DEVELOPMENT	STU DEV COURSES	CENTER FOR MULTICULTURAL LEARNING ACADEMIC ADVISING PSYCHOLOGICAL SERVICES ACCESS AND DISABILITY			CAREER DEV CENTER
ENROLLMENT SERVICES	FINANCIAL AID	ASSESSMENT & TESTING CTR	ONE STOP	ADMISSIONS PROCESSING REGISTRATION & RECORDS ADMISSIONS OUTREACH	CENTER FOR NEW STUDENTS & ORIENTATION