

**Harper College
Program Review Report
August 2015 Submission to the
Illinois Community College Board**



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Harper College

District #512

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PART A: SUMMARIES

Career and Technical Program Review Report Alternative Electrical Energy

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2015

Program Identification Information

6-digit CIP 15.0599	
Career Cluster Science, Technology, Engineering and Mathematics	
Career Pathway Engineering and Technology	
Program of Study Alternative Electrical Energy	
Community College Program Title Alternative Electrical Energy	Degree Type 30Cert

Action

X Continued with minor improvements

Improvements & Rationale for Action

- 1) Current and relevant curriculum was developed and introduced satisfying student and industry needs.
- 2) Modern classroom and laboratory facilities were expanded in the *Avante Center*.
- 3) Additional state-of-the-art laboratory equipment and instructional supplies were procured and commissioned.
- 4) Internship programs involving companies within the local community were greatly expanded.
- 5) More industry and academic professionals were added to the Adjunct Faculty and Advisory Committee increasing their effectiveness.
- 6) Further technical and technical management certification and graduate level education was attained by the Program Coordinator.

Career and Technical Program Review Report Certified Nursing Assistant

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2015

Program Identification Information

6-digit CIP 51.3902	
Career Cluster Health Sciences	
Career Pathway Therapeutic Services	
Program of Study Certified Nursing Assistant	
Community College Program Title Certified Nursing Assistant	Degree Type 30Cert

Action

- X Continue with minor improvements

Improvements & Rationale for Action

The goal of the Basic Nursing Assistant Program (CNA Program) is to prepare nursing assistants/aides to work in licensed and/or certified skilled nursing facilities, intermediate care facilities and home health agencies in the state of Illinois. The Illinois Nurse Aide Testing Program is responsible for administering the written competency exam as required by the Illinois Department of Public Health. CNA State Competency exam results averaged 95% for all Harper College CNA Programs.

There is a significant need for the certified nursing assistant program based on trends in enrollments and labor market demands. Statewide demand for nurse aides is anticipated to increase by 15.29%, nationwide demand by 19.4% by 2022. Harper has expanded the dual enrollment CNA Program to three additional high schools due to their STEM (Science, Technology, Engineering and Mathematics) focus.

The certified nursing assistant program is cost effective. The operational analysis report was used to determine this information.

The 5-year plan for the Nursing Assistant program includes:

- Providing additional support for students and promoting their success
- Incorporating more technology, simulation and innovative methods of educating to assist with application of critical thinking
- Promoting the excellence in resident/patient care
- Identifying community college resources to increase enrollment.
- Increase support for struggling students through tutoring and test preparation
- Gather data on Nursing Assistants success in transferring to other schools, careers, and programs

Strengths include a composite program pass rate of 94%, surpassing the state pass rate for community colleges of 89%, a strong, passionate, and stable adjunct faculty pool, and constant analysis of cluster statistics from the state. Also, the variety of formats, times, and days of offerings.

Weaknesses include restriction of hours of adjuncts, low but present clinical supervisor turnover, strong competition for clinical sites, the NEC/LCC enrollment remains a challenge, and proprietary schools remain an issue. Enrollment in 2012 at the Learning and Career Center (LCC) was 209 and in 2014 it was 87.

Opportunities include increased enrollment at the LCC, increased marketing and promotion of the program in underserved areas.

Threats include proliferation of for-profit, proprietary education and decrease enrollment.

Innovations include tutoring, targeted job fairs, increased simulation; test prep resources, and online documentation.

Career and Technical Program Review Report Fashion Merchandising

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2015

Program Identification Information

6-digit CIP 52.1902	
Career Cluster Marketing	
Career Pathway Professional Sales	
Program of Study Fashion Merchandising	
Community College Program Title Fashion Merchandising	Degree Type 03AAS

Action

X Continued with minor improvements

Improvements & Rationale for Action

The curriculum was developed and introduced satisfying student and fashion industry needs. Modern classroom and laboratory facilities were expanded in the Career and Technical Education Center. The addition of Studio V, a learning lab/boutique on campus provides real-world experience for students in retail environment. Student- produced merchandise is sold to the college community and general public. The Fashion Industries Career Practicum and Seminar allows students to explore the options in employment in the fashion merchandising field. More industry professionals were added to the Adjunct Faculty and Advisory Committee increasing their effectiveness. Dual credit has been established with several in-district high schools. Agreements with out-of-district high schools are being investigated in community college districts without Fashion Design and Merchandising programs. A new Program Coordinator has been hired due to retirement of the former coordinator. The Fashion Merchandising program contains fully articulated curriculum from secondary to postsecondary education; leads to a certificate, credential, or degree; provides opportunities for students to participate in dual credit courses; and is aligned to the local labor market as described in section 122(c)(1)(A) of Perkins IV.

Career and Technical Program Review Report Hospitality Management

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2015

Program Identification Information

6-digit CIP 52.0901	
Career Cluster Hospitality and Tourism	
Career Pathway Lodging	
Program of Study Hospitality Management	
Community College Program Title Hospitality Management	Degree Type 03AAS

Action

X Continued with minor improvements

Improvements & Rationale for Action

Harper College's Hospitality Management Program serves its local community that employs well over 22,000 in Chicago's northwest suburbs (Chicagonorthwest.com). The Chicago Metropolitan Agency for Planning reflects that much of our district is mature, its employee pool is aging and manufacturing industries have left while the services industries are growing. There will be need to develop skills for people with many skills and experiences levels and the college is positioned to provide hospitality education to our district.

There are an abundant number of citizens with skills & abilities to assist the department as Advisory Committee Members and Faculty (adjunct or otherwise). Personnel costs are decreasing with the loss of full-time faculty. Operational costs are high due to aged facilities.

The College extended offerings to the Learning and Career Center, developed offerings as Topics classes concurrently scheduled with Adult Education. Moving forward we are looking at curricular changes that might better allow students to finish programming through stackable offerings, extending class offerings with existing college classes and working with High School District 211 on the Dual Credit Program.

The Hospitality Management program contains fully articulated curriculum from secondary to postsecondary education; leads to a certificate, credential, or degree; provides opportunities for students to participate in dual credit courses; and is aligned to the local labor market as described in section 122(c)(1)(A) of Perkins IV.

Career and Technical Program Review Report Hotel Management

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2015

Program Identification Information

6-digit CIP 52.0904	
Career Cluster Hospitality & Tourism	
Career Pathway Lodging	
Program of Study Hospitality Management	
Community College Program Title Hotel Management	Degree Type 30Cert

Action

X Continued with minor improvements

Improvements & Rationale for Action

Harper College's Hospitality Management Program serves its local community that employs well over 22,000 in Chicago's northwest suburbs (Chicagonorthwest.com). The Chicago Metropolitan Agency for Planning reflects that much of our district is mature, its employee pool is aging and manufacturing industries have left while the services industries are growing. There will be need to develop skills for people with many skills and experiences levels and the college is positioned to provide hospitality education to our district.

There are an abundant number of citizens with skills & abilities to assist the department as Advisory Committee Members and Faculty (adjunct or otherwise). Personnel costs are decreasing with the loss of full-time faculty. Operational costs are high due to aged facilities.

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Career and Technical Program Review Report Marketing

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2015

Program Identification Information

6-digit CIP 52.1801	
Career Cluster Business, Marketing, & Computer Education	
Career Pathway Professional Sales	
Program of Study Marketing Management	
Community College Program Title Marketing	Degree Type 30Cert

Action

X Continued with minor improvements

Improvements & Rationale for Action

The Business Administration Department continues to modify its existing course offerings, of which the following certificate falls under, to ensure student academic needs are being met, while at same preparing students for industry employment. During the past year, the Business Administration Department Coordinator, Dean, full-time faculty with concurrence from the Advisory Committee, have made the following program changes to the Marketing certificate (effective fall, 2015):

The existing Marketing certificate is 15 credits. It is recommended that the certificate credit hours be increased to be more in line with industry knowledge. The certificate is being increased to include 15 required credits and 3 elective credits. This modification will meet Financial Aid eligibility requirements. In addition the increase in 'required course' includes MGT111 as the course prerequisite for MKT245 (effective fall, 2015).

Required courses (15 credits):

- MGT111 – Introduction to Business Organization
- MKT217– Advertising
- MKT245 -Principles of Marketing
- MKT252 – Internet Marketing
- MKT255 – Market Research

Elective courses (choose 3 credits)

- MKT105 - Sports Marketing
- MKT106 – Retail Merchandising
- MKT140 - Principles of Professional Selling
- MKT247 – Consumer Behavior
- MKT281 – Internship in Marketing

Career and Technical Program Review Report Nanoscience Technology

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2015

Program Identification Information

6-digit CIP 15.1601	
Career Cluster Science, Technology, Engineering and Mathematics	
Career Pathway Engineering and Technology	
Program of Study Nanoscience Technology	
Community College Program Title Nanoscience Technology	Degree Type 03AAS

Action

Discontinued/Eliminated

Improvements & Rationale for Action

Program was discontinued (withdrawn) due to low enrollment.

Career and Technical Program Review Report Nursing RN-ADN

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2015

Program Identification Information

6-digit CIP 51.3801	
Career Cluster Health Sciences	
Career Pathway Therapeutic Services	
Program of Study RN Nursing	
Community College Program Title Nursing-ADN	Degree Type 03AAS

Action

- X Continued with minor improvements

Improvements & Rationale for Action

<p>Objectives</p> <p>The 72 credit-hour Associate Degree nursing program is designed to prepare the graduate to:</p> <ol style="list-style-type: none"> 1. Provide safe, holistic care for a diverse population of clients. 2. Utilize critical thinking skills to improve client outcomes. 3. Communicate effectively with clients, families and members of the health care team. 4. Collaborate with colleagues and other disciplines in health care to promote wellness. 5. Practice nursing in compliance with legal, ethical, and professional standards. 6. Demonstrate a commitment to lifelong learning. <ul style="list-style-type: none"> • The Associate Degree nursing program prepares students to sit for the NCLEX-RN examination and for application for Illinois licensure as a registered nurse. The program is approved by the Illinois Department of Professional Regulation and accredited by the Accreditation Commission for Education in Nursing (ACEN). • 94.3%-100% of surveys returned by graduates identified that they were “well prepared” or “adequately prepared” on Graduate surveys in the areas of Assessment, Critical thinking and Implementation (Spring 2013). • 100% of surveys returned by employers identified that graduates were “well prepared” or “adequately prepared” on Employer surveys in the areas of Assessment, Critical thinking and Implementation (Spring 2013). <p>Program Need</p> <p>Program Demand</p> <ul style="list-style-type: none"> • Overall enrollment declined 5% from 2010 to 2014 due to a lack of qualified applicants and a shift by hospitals toward hiring BSN graduates only. Harper has articulation agreements with more than twenty colleges and two colleges are offering BSN completion on campus. • Statewide demand for nurses increases 10.51%, nationwide demand increases 19.4% by 2022. • Harper has averaged 99 Associate Degrees in Nursing in each of the past 4 years. <p>Course Mix and Portfolio</p> <ul style="list-style-type: none"> • Nursing and Gen Ed Courses in the Nursing Curriculum are needed and applicable to the 6 program outcomes of the Nursing Program. • Fill rates for the nursing program have averaged 88% over the past 5 years.

- Theory classes are offered during both daytime and evening hours. Clinical courses are offered on all shifts.
- The Nursing Program can be completed in two years.
- Curriculum changes during the past five years include: a Bridge Course between the Practical and Registered Nursing programs, increased use of simulation, use of DocuCare to familiarize students with Electronic Medical Records.
- While there have been no changes made to program or course outcomes, NUR 210 and HSC 210 were aligned with NUR 140 and NUR 141, NUR 202/240 were aligned with NUR 201/220 and NUR 240 and NUR 202 were changed from 16 weeks to 8 weeks and are taught twice each semester.
- Proposed curriculum changes relate to a statewide initiative reducing program length from 72 to 60 hours, exploring alternate scheduling of courses and alternative clinical experiences, enhanced use of simulation, online testing and increased writing assignments.

Program Cost Effectiveness

Cost Data

- Operational costs have increased due to a change in student-faculty ratios from 1:8-10 to 1:6.
- Revenues from state funding have been reduced.
- Cost saving measures implemented in the past five years include: reducing an orientation program need for clinical supervisors and lab personnel from 8 to 3 days, lab instruction provides a higher faculty to student ratio, increased use of peer tutors and student simulation technicians in lab, student purchase of lab supplies for practicing outside of class.
- Proposed cost efficiency measures include using simulation and other methods to reduce student attrition and maintaining tighter control of instructional supplies for student use.

Resources

- With the implementation of a new curriculum 2008, Harper now offers an ADN and PNC program. Two PNC faculty were hired, however, two full-time ADN faculty retired and were not replaced. Each FT faculty is now responsible for a specific course.
- The Harper College Master Plan implemented over the past five years to improve space for academic and student service activities has not had a major impact on the nursing program. Budget monies have been used to maintain current equipment and technology.
- The simulation hospital has added the ability to stream simulation instruction.
- The Academy for Teaching Excellence allows faculty to pursue additional education at no cost. Professional development programs are also being offered on campus which reduces travel costs.
- The Nursing Department maintains a membership in the National League of Nursing which makes all faculty members.

Program Quality

Strengths and Weaknesses

- Strengths include an NCLEX pass rate of 94%, accreditation by ACEN, incorporation of simulation across the curriculum, a cohesive committee infrastructure, and a technologically advanced simulation hospital and lab.
- Weaknesses include clinical supervisor turnover, lack of a simulation coordinator, limited interdisciplinary simulation experiences, limited community-centered clinical sites (where 60% of graduates find work), and limited scholarly activity by faculty.
- Opportunities include expanding articulation agreements for RN to BSN programs, availability of BSN completion courses on campus, and high regard for Harper graduates in local health care community.
- Threats include decreased employment opportunities for associate degree graduates at hospitals pursuing magnet status, recommendations by Carnegie Foundation and Institute of Medicine that BSN become entry level of RN's, and proliferation of for-profit, stand alone BSN programs. Also increased competition for clinical sites.

- Innovations include a Reflective Clinical Evaluation Tool which enables ongoing feedback and discussion between students and faculty, a comprehensive first semester orientation regarding support services, a student success workshop using critical thinking and simulation for “at-risk” students, an electronic documentation system throughout the curriculum, the resources equipment and technology in the Harper Simulation Hospital, and a rigorous program review evaluation process.

Assessment

- A Systematic Plan of Evaluation is updated and reviewed annually each December to maintain compliance with our ACEN accreditation and identify areas for improvement. Summative Evaluations for each nursing course are completed and reviewed each May. Both indicate attainment of six program outcomes, NLN competencies and QSEN competencies.
- Improvements resulting from these assessments have focused on “at-risk” students. In 2012-13 these included a test taking strategy workshop, a concept map and critical thinking workshop and intensive simulation exercises. In 2013-14, live stream technology was added to the simulation exercises. In addition, NCLEX level questions have been infused in each nursing theory course.
- Two members of the nursing faculty are involved in the General Education assessment projects focused on writing.
- Assessment plans for the next five years include continued implementation of strategies for simulation and success, identifying, tracking and intervening with “at-risk” students, and investigating resources for ongoing student success services.

Partnerships

- Harper actively supports students’ completion of their BSN, with help in transfers and letters of recommendation. Articulation agreements have been completed with more than 20 colleges. NIU offers BSN courses on the Harper campus and Benedictine University has reached an agreement for a 3+1 program beginning in Fall 2015. Olivet Nazarene offers Harper graduates a 20% discount.
- A bulletin board outside the nursing lab is dedicated to colleges offering BSN completion and a transfer fair is held twice a year for college representatives.
- Other internal and external partners and support services include Nursing and Student Advisory Committees, Health and Psychological Services, Student Success Services, Computer Services, and Access and Disability Services.
- Proposed new partnerships include Benedictine University’s 3+1 program in Fall 2015, the Illinois Community College Presidents initiative for granting BSN degrees at community colleges, and efforts for dual enrollment with a university for a BSN program.

Unit Plan (5 year)

- The 5 year plan for the Nursing program includes
- Utilizing research-based “best practice” to improve simulation.
- Exploring and integrating community placement experiences.
- Identifying community college resources to increase enrollment.
- Identifying methods to monitor program attrition.
- Preparing a Self-Study Report for ACEN site visit Fall 2018.

The RN Program meets the minimum criteria of a Program of Study mandated by the Federal Carl D. Perkins Career & Technical Education Improvement Act of 2006 (Perkins IV).

Career and Technical Program Review Report Practical Nursing

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2015

Program Identification Information

6-digit CIP 51.3901	
Career Cluster Health Sciences	
Career Pathway Therapeutic Services	
Program of Study Practical Nursing	
Community College Program Title Practical Nursing	Degree Type 20Cert

Action

- X Continued with minor improvements

Improvements & Rationale for Action

<p>Objectives</p> <ul style="list-style-type: none"> • In 2009 the PNC Certificate Program changed from a ladder program to a stand-alone LPN Program. This allowed students to enter the nursing track and complete essential science courses while taking PNC courses. The program is one year in length allowing graduates to enter the workforce in a timely manner. Clinical is offered in many agencies that hire LPN's such as long term care, medical office groups, homes for the disabled, and schools. <p>Need</p> <ul style="list-style-type: none"> • Statewide demand for practical nurses increases 10.51%, nationwide demand increases 24.8% by 2022. Due to the demand for LPN's in our area, we are completing the approval process for the Medical Corpsman to PNC, which is a State Veterans Initiative. • The PNC students are encouraged to bridge into the Associate Degree of Nursing Program allowing them to increase knowledge without course duplication. Presently we are working toward accreditation through the Accreditation Commission for Education in Nursing, Inc. (ACEN) Enrollment • Due to standards for enrolling LPN students the program has grown from 23 students in 2009 to 42 students in 2015. As more clinical agencies are obtained, the program will increase enrollment. <p>Cost Effectiveness</p> <ul style="list-style-type: none"> • The program has seen an increase in operational costs due to the change in instructor to student ratio. In 2009 1:10, 2015 1:6. This change is due to clinical ability reduction of staff and patients. <p>Quality</p> <ul style="list-style-type: none"> • The average NCLEX-PN first time pass rate is 97%. <p>Strengths</p> <ul style="list-style-type: none"> • Clinically expert faculty. Instructor to student ratio. • Variety of clinical experiences. • On-line testing. • Technology/Simulation. • PNC student able to bridge to ADN program. <p>Weaknesses</p> <ul style="list-style-type: none"> • Retention of students. • Difficulties finding acute care medical sites since LPN's do not work in those areas in the Northwest suburbs. <p>Overall</p> <p>High quality program as seen by our student and employee surveys. Students graduating the PNC program find employment and are able to continue to become RNs.</p>

Career and Technical Program Review Report Retail-Sales

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2015

Program Identification Information

6-digit CIP 52.1803	
Career Cluster Business, Marketing and Computer Education	
Career Pathway Professional Sales	
Program of Study Marketing Management	
Community College Program Title Retail Merchandising Sales Management and Development	Degree Type 30Cert 30Cert

Action

- X Continued with minor improvements

Improvements & Rationale for Action

The Business Administration Department continues to modify its existing course offerings, of which the following certificates fall under, to ensure student academic needs are being met, while at same preparing students for industry employment. During the past year, the Business Administration Department Coordinator, Dean, full-time faculty with concurrence from the Advisory Committee, have made the following program changes to the Marketing certificate (effective fall, 2015):

Retail Merchandising

- The existing Retail Marketing certificate is 17-18 credits. The certificate is being realigned to include Introduction to Business Organization (MGT 111) as a required course, and removing Retailing (MKT 250) as the course is being deleted from the curriculum. The certificate will include 12 required credits and 6 elective credits. This modification will meet financial aid eligibility requirements (effective fall, 2015).

Required courses (12 credits):

- FAS212 – Visual Fashion Merchandising or MKT217 Advertising
- MGT111 – Introduction to Business Organization
- MKT106 – Retail Merchandising
- MKT251 - Retail Merchandising Management

Elective courses (select 6 credits):

- MGT154 – Small Business Management
- MGT160 – Principles of Supervision
- MKT140 - Principles of Professional Selling
- MKT245 – Principles of Marketing
- MKT252 – Internet Marketing

Sales Management and Development

- The existing Sales Management and Development Certificate is 15 credits. It is recommended that the certificate credit hours be realigned to emphasize the major academic courses that are more specific to the sales discipline. The realignment will include 12 required credits and 6 elective credits. This is a change from the current Group I and Group II elective format. This modification will meet Financial Aid eligibility requirements. (effective fall 2015)

Required courses (12 credits):

- MGT111 – Introduction to Business Organization
- MKT140 - Principles of Professional Selling
- MKT141 – Sales Management
- MKT240 – Advanced Sales Strategies

Elective Courses (select 6 credits):

- ACC211 – Business Law 1
- MGT160 – Principles of Supervision
- MGT280 – Organizational Behavior
- MKT245 – Principles of Marketing
- MKT247 – Consumer Buyer Behavior

Harper College Academic Discipline Review American Sign Language Studies

College Name: William Rainey Harper College

District Number: 512

SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2015

Discipline Area	American Sign Language Studies
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Improvements & Rationale for Action

Since the last program review, there have been no significant staffing changes or changes to curriculum. Course level outcomes assessment has begun. Enrollment numbers in SGN classes have declined slightly since fall 2012, perhaps due to the economy or other programs being launched in the Chicagoland area. However, SGN FTE and unduplicated head count here on campus are second only to SPA courses and are consistently higher than enrollment numbers for CHN, FRN, GER or JPN.

A recent report from the Modern Language Association indicated that nationwide, enrollment numbers in American Sign Language are increasing. Given this information, faculty in the ASL Studies Department conclude that demand for courses locally will at least remain steady if not increase. Budget transfers were made from printing and instructional supplies to cover maintenance costs for the digital language lab. Personnel and faculty salaries are primary expenses over which the department has no control.

The replacement of an analog language lab with a digital lab that was unveiled in spring 2011 was a long-needed improvement. Early start courses during the summer semester continue to be offered.

SGN courses are articulated and do transfer to other institutions. In fall 2014 the IAI Humanities panel did not approve the renewal/continuation of SGN 210: ASL Cultural Perspective as a valid IAI course for H1900: Foreign Language IV, and recommended re-submitting for consideration by the GECC Social & Behavioral Sciences panel. Exploration of a degree offering for ASL students is also a consideration for the next review period.

Harper College Academic Discipline Review Art

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2015

Discipline Area	Art
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Improvements & Rationale for Action

Objectives

The Harper College Art Department offers students a quality education that will prepare them for further studies and participation in art. The art curriculum includes courses in studio art, art theory and art history, and provides the transfer student with a comprehensive program equivalent to the first two years of most four-year college art programs. In addition, the curriculum provides prerequisite courses for several career technical programs in the visual arts, and elective credit for the general student population. A Visiting Artist and Exhibition Series throughout the academic year and a permanent art collection of over 350 works on view throughout the campus create additional learning experiences for students, employees and members of the community.

Need

The art curriculum continues to provide a variety of elective requirements for the general student population, core requirements for the major, and personal enrichment for students not seeking a degree. The Art Department supports the following community college associates degrees: A.A. (Associate Degree in Arts) and the A.F.A. (Associate Degree in Fine Arts). These degrees provide a core foundation for transfer to four-year programs in the visual arts.

The Department continues to serve its students with a multitude of scheduling formats including evening, weekend, online, early start, varying semester lengths (16-week, 8-week and 5-week), Learning Communities, and short-term study abroad. The range and consistency of the course schedule allows students to progress through course sequences and degrees unimpeded.

Over the past five years, the Art Department has experienced an overall increase in enrollment largely due to a rise in demand for ART105 Intro to Visual Art and ART114 Intro to Film, two courses that fulfill general elective requirements. The Department has accommodated this demand by expanding sections for both of these courses.

Another cause has been a steady increase in enrollment in two new courses, ART150 Digital Art Studio and ART151 Digital Photography Studio, which have been offered since 2012. These courses were desperately needed to fill a long-standing void within the curriculum. For the first time in our program, students are receiving a foundation in digital art literacy. Both of these courses are filling, and the Department expects and is prepared for a gradual expansion of sections.

A need to better advise students and to improve articulation with common transfer institutions has been identified as a priority by the Department. Beginning in fall of 2015, the Department will be consolidating all outreach activities under one faculty member in order to make tangible progress in these areas.

Cost-effectiveness

The Art Department continues to operate in the black. The Operational Analysis Financial Report illustrates a program that efficiently manages its budget. In three out of the last five years the Art Program showed a surplus. During that time period, FTEs and seat counts initially went down but have since rebounded and surpassed 2009-10 numbers.

The Art Department is committed to providing students with a robust program while controlling costs to the college and the students. Moderate increases in course fees may be necessary to offset additional technology expenses associated with certain courses.

Quality

The Art Department is currently in the third year of a course-level assessment for ART105 Introduction to Visual Art. The Department is currently developing a plan to more effectively address particular outcomes that resulted in scores of average or below average. Instructors teaching this course will continue to be included in discussions of strategies that can be used in the classroom to improve these outcomes.

A three-year course-level assessment will be conducted for ART121 Design 1 beginning in academic year 2015-16. This assessment will be conducted through portfolio review of selected projects. Another three-year cycle of ART105 course-level assessments will resume in academic year 2017-18.

The Department made major revisions to eight of its General Course Outlines in 2013 in order to make course descriptions more explicit, include fewer and more measurable outcomes, make the topical outlines for sequential courses more logical, and to create a common syntax that will eventually be used for all of the outlines. Six additional General Course Outlines will be updated in the coming year. Several previously approved IAI courses that the Department offers have fallen out of status as such, and will be re-submitted for approval in the coming year.

Facilities

Over the last five years, the Department has remodeled four of its oldest studio spaces and the art exhibition space. As a result, safety and functionality in these areas have been significantly improved. In addition, each of these facilities has been equipped with up-to-date computer technology.

The Department's Mac lab will be undergoing a remodeling to create display space for student photographic work and update a printer and projector. This project will be completed by the fall 2015 semester.

Other equipment and technology throughout the Department has been properly maintained or replaced as needed.

Harper College Academic Discipline Review Humanities

College Name: William Rainey Harper College

District Number: 512

SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2015

Discipline Area	Humanities
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Improvements & Rationale for Action

The Harper College Humanities Department has seen a gradual, slight but steady decrease in student enrollment in the last five years. However, we believe that this apparently steady decrease should be seen in the context of ten-year rather than five-year trends. Since 2005, the Humanities Department has seen a 23% increase in enrollment, even given recent decreases. We therefore attribute these recent decreases to the end of a sharp, anomalous increase in enrollment, caused by significant economic changes in the community we serve. Since these economic factors are still in process, it is the view of the Program Review team that enrollment decreases are likely to continue for the next year or two. However, since economic factors are now beginning to show signs of returning to more normal patterns, we expect that in the next five years, the Humanities Department will return to gradual growth. We also note changes to potential student demographics, and therefore foresee slow, steady increases in the demand for degree programs and transferable courses. Given the present state of the Humanities Department and these expectations, the Humanities Department has determined that the best course of action is as follows:

Objectives: It is our goal to foster optimum student achievement, not only visible in students' overall growth as educated, culturally aware members of the community, but as evidenced by their successful transfer to four-year institutions, leading to their eventual attainment of college degrees. At present, all courses now offered through the Humanities Department are fully transferable, and, since the last review, we have added several new, IAI-accredited non-Western culture courses to our list. However, we still have some significant gaps in the courses we offer. To meet the objective of fostering student achievement, we plan to increase course offerings, while maintaining the transferability of all courses. To do this, in the next five years, we plan to expand options for non-Western culture studies by adding a course on the Americas, and we plan to add a 200-level "special topics" Western cultures course, to allow those students who wish to major in the Humanities or in a related field to complete a course of study here and enter their transfer institution as juniors. As we do this, we plan to make certain that all added course offerings have Illinois Articulation Agreement designations, so that they are fully transferable.

Need: To facilitate and improve instructor effectiveness, we will continue to support the training of faculty in online teaching, "flipped classroom" techniques, and other modes designed to improve teaching, as we have done over the last five years. We will also continue to support and encourage increased content expertise. This is particularly important in non-Western culture studies, specifically as we seek to increase the number of course sections on Asian and African cultural studies, and as we add a course on the Americas. We expect to achieve these goals through use of professional development funds, and through taking advantage of such programs as the Academy for Academic Excellence and the STOMP program. Our goal is to have all faculty who teach in the Humanities Department engage in some form of professional development, either in terms of pedagogical training or development of content expertise or both, in the next five years.

Cost-effectiveness: There are no significant changes expected in need for new facilities or equipment over the next five years, aside from college-wide hardware and software updates. Staffing levels, the most significant expense the department incurs, are expected to remain stable. Cost containment and increased efficiency are expected through increased use of available technologies, such as Blackboard and Internet access.

Quality: Course-level assessment being planned for all courses, starting with Humanities 101 in the fall of next year. All departmental outlines will be evaluated and, focusing on student outcomes, reshaped to make outcomes more measurable, while continuing to acknowledge the subjective nature of the discipline. In the next five years, a course-level assessment will be conducted for each existing course with more than one section offered. It is to be noted that the Humanities Department's rate of F's and W's is higher than that of other departments. We hope to use the assessment process to ascertain what we can do to improve rates of students' success, without sacrificing academic rigor.

Harper College Academic Discipline Review Humanities and Fine Arts

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2015

Discipline Area	Humanities and Fine Arts
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Improvements & Rationale for Action

Offerings in Humanities and The Fine Arts at Harper College include courses and courses of study in the following disciplines: Art, Music, World Languages, American Sign Language, Humanities and Philosophy. Considered together as a unit, these departments contribute significantly to a Liberal Arts Education. Though the increasing emphasis on career and vocational education has sometimes threatened to erode the importance of the Liberal Arts in the academy, at Harper, they enjoy broad support. Harper's current president, Dr. Kenneth Ender, has written, "Just as we want our engineers to think through bridging a river, we want our nurses to think through the various alternatives when assessing an emergency. Such critical reasoning, practiced by both types of professionals, finds its grounding in the Liberal Arts and Humanities." This statement assures, that under this administration, thinking, reading, writing, and creating are considered not just important, but essential for students with a wide variety of career and transfer goals.

Courses in Arts and Humanities are populated by students interested in enhancing their lives through the Arts, by students engaging in General Education coursework, and by students pursuing specialized study in one or more of these fields. These three populations are served by a wide array of courses; some are able to meet the needs of all three simultaneously.

In order to insure that course activities are aligned with course outcomes, faculty in Liberal Arts have worked with the staff in the Office of Outcomes Assessment to design common classroom-based assessments. Though departments vary in their advancement in this practice, all have expressed a sincere and concerted desire to better understand how teaching in the department can be informed by classroom assessment that crosses instructors. In the years since the last program review, all Humanities and Fine Arts Departments have significantly engaged in meaningful course-level assessment. For example, several departments have gone through a three-year examination of a common assessment in one particular class. Upon learning of the strengths and weaknesses of the teaching and learning of course outcomes, they have revised curricula, rubrics, and course goals. This has touched both full and part time faculty and is an important step in the process of continuous improvement. When considering the 10 year enrollment trends, Fine Arts and Humanities departments as a unit are up 11% in the time period reported (2005-2014). Art and Spanish have the highest percentage gains (42.7% and 26%, respectively). Three other World Languages: French, German, and Japanese are down by the largest margins (29%, 16% and 19%). Over the last ten years, full-time equivalents are up 6.7% for this academic unit. These numbers are not inclusive of Dual Credit offerings that have especially enhanced enrollment in Spanish. 23 sections of Spanish were offered in Fall 2014/Spring 2015 AY. Five years prior, Fall 2010/Spring 2011, there were no Spanish offerings in Dual Credit.

Data on grade distributions suggest that most students are successfully completing their studies in Fine Arts and Humanities. (A's + B's + C's) = 75% across all courses in the disciplines of Fine Arts and Humanities. The highest percentage of unsuccessful students (D's + W's + F's) are in Humanities (29%) and Philosophy (26%), academic disciplines requiring a great deal of reading and writing about complex ideas and concepts. There is no data currently available to suggest why this might be. Thus, our current inference is that the difficulty of the course material accounts for the larger percentage of struggle. Further, the remaining programs of study (where student failure rate is somewhat lower) contain some number of courses where students "do" rather than study. Because these courses tend to be sequential, the higher level courses would house a population of students already experienced in the discipline, thus less likely to find themselves ill-matched for the requirements.

It is of concern that the grade distribution by ethnicity does not show an equal distribution of successful grades across all groups. Students who self-identify as Black or Hispanic have the highest percentages of non-success (39% and 28%, respectively) as compared to White (23%) and Asian (22%) students. The lowest percentage of non-success comes from the group who did not report or marked "other" in response to the ethnicity query (20%). In response to this difference, and other students at risk for non-success, Harper has implemented an Early Alert System which identifies students at risk for poor performance as based upon early semester assessments. Though this program is not exclusive to the disciplines in this report, it has the potential to identify students who might succeed with support. In addition, much work done in conjunction with Achieve the Dream has concentrated on narrowing the achievement gap for students who are traditionally under-represented in higher education.

Faculty in Fine Arts and Humanities recognize the importance of IAI numbers in the successful transfer of students. Course offerings from all departments have at least one IAI course. In Philosophy, Humanities, and Art most courses have these numbers.

The departments that offer Humanities and Fine Arts general education courses have identified the following recommendations that will result in updated and improved instruction across student groups, greater ease in transfer, and successful diversification of success in staff and students:

1. Continue Outcomes Assessment and expand to more courses.

As faculty gain experience with outcomes assessment and see how it can translate to student learning gains, this practice will become embedded as routine. In addition to expanding the courses that are examined via common outcomes assessment measures, faculty will, in the future, use the data acquired through assessment to design professional development to support those elements that may be standing in the way of achievement for all student groups. Our plan is to tie professional learning to gaps in student learning, whether those be pedagogical or matters of content.

2. Continue to Support Student in Transfer Programs by actively pursuing Illinois Articulation Agreement numbers in courses.

Faculty recognize the importance of ease in transfer. A number of courses that have been denied IAI numbers in the past will be reconsidered in light of feedback and if appropriate, revised to reflect concerns. Faculty will resubmit courses that have been revised to reflect feedback from IAI boards. Just this past semester, MCM 200 (Film History), HUM 106 (The Cultures of Asia) and SPA 202 (Intermediate Spanish) have been granted IAI numbers.

3. Actively pursue faculty and staff from under-represented groups.

In order to diversify our teaching staff (both adjunct and full-time), the Fine Arts and Humanities Units are participants in the Faculty Fellows Programs (a program that brings new faculty from traditionally under-represented groups to Harper for an internship experience). In addition, they strive to better understand how to teach responsively to all students in hopes of narrowing the gap in achievement across student groups.

4. Expand opportunities for content-area professional development

Harper has successfully implemented programs that offer professional development that cross disciplines. Harper is fortunate to have the resources of the Center for Adjunct Faculty Enhancement (CAFÉ), the Center for Innovative Instruction (CII), and the Academy for Teaching Excellence (ATE). These three robust campus resources combine to provide rich opportunities for sustained attention to teaching. Faculty in Fine Arts and Humanities will continue to avail themselves of these opportunities. In addition, they will look for ways to work within the available resources to design professional development that will specifically support their particular content.

Harper College Academic Discipline Review Music

College Name: William Rainey Harper College

District Number: 512

SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2015

Discipline Area	Music
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Improvements & Rationale for Action

The Harper College Department of Music is a highly respected transfer program and is one of only 23 two-year college programs in the United States accredited by the National Association of Schools of Music. The NASM accreditation assures that our music program has met the same standards and objectives as required in the first two years at a four-year institution. Harper College music students, therefore, receive a high level of music instruction and are generally very successful in transferring to other four-year institutions as well as in receiving scholarships.

The objectives of the Department of Music are consistent with the published philosophy and follow overall objectives of the college as published in the Harper College Catalog/Bulletin.

The music offerings listed in the College Bulletin have been through the required articulation process and meet the criteria of the ICCB. Additionally, the Department's program has met with a very high rate of acceptance at receiving institutions.

Historically, music programs are not cost effective when measured only by revenue and expenditures. Harper College is no exception. The Department of Music completed a study of revenue and expenditures and continues to develop a plan for equipment purchase, maintenance and replacement. Equally important, the program has a less tangible but no less valuable, cost-effective impact on the image of the college as a result of frequent contact and interaction between the Department of Music and the community. These innumerable relationships add an important valued dimension to the college community.

Since the last review period, the Department of Music has:

1. Expanded and improved instrumental music instrument holdings, to include wind instruments, percussion instruments, string instruments, and pianos. Additionally, we have expanded music library holdings in the areas of choral/vocal, jazz studies, concert band, symphony orchestra, guitar, and chamber music.
2. Completely reorganized the choral/orchestral/jazz/guitar/chamber music library by installing new Wenger library units that allow a maximum of storage space while using a minimum of floor space.

The Department of Music is at a unique crossroads in its departmental history. With the completion of the Performing Arts Center several years ago and a consistent pattern of growth in Department of Music instructional scope and enrollment (the Department of Music experienced a 6.5% growth in FTE for the spring 2015 semester), the Department is ideally positioned for growth and expansion. Through several years of hard work and the current program review process, we have identified and outlined some exciting plans and new programs that will truly benefit the students, department, and college:

I. STAFFING RECOMMENDATION

One full-time faculty hire (a replacement of the faculty position vacated by a retirement several years ago, a position that administration promised to replace) to coordinate adjunct faculty hires in a new Music Industry Studies program.

The proposed program would include studies and degrees/certificates in the specialized areas of music technology, music instrument repair, music merchandising, sound recording technology, sound design technology, arts administration, and other possible areas. recommended staffing and space requirements listed above.

II. SPACE AND FACILITIES RECOMMENDATION

1. Need addition space for studio and ensemble teaching and dedicated percussion room.
2. Re-acquire rooms in Building P used by the Office of Admissions. (These rooms are acoustically designed for music teaching and were originally constructed for Department of Music use.)
3. Re-model Rooms P202 and P205 with appropriate acoustical materials suitable for a productive music rehearsal environment.

III. CURRICULUM RECOMMENDATION

Develop new courses/program in the areas of Music Industry Studies, Music Theater, Jazz, and Chamber Ensembles contingent upon meeting the recommended staffing and space requirements listed above.

IV. EQUIPMENT RECOMMENDATION

Adequate funding must be continued for the ongoing purchase, maintenance and replacement of digital keyboards, wind & percussion instruments, acoustic pianos, and concert attire. Develop a program of continued purchase, replacement, and maintenance.

V. STRATEGIC MARKETING RECOMMENDATION

Institute a comprehensive strategic marketing plan, to inform the community of the local and affordable availability of exceptional music education, and to reach out to potential new students and those persons in positions to influence those students' choices of colleges and academic disciplines.

Harper College Academic Discipline Review Philosophy

College Name: William Rainey Harper College

District Number: 512

SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2015

Discipline Area	Philosophy
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Improvements & Rationale for Action

The Philosophy Department has been a revenue generator over the last five years. In the most recent fiscal year FY14 this department generated a surplus of \$813/FTE. Over the last ten years, the department has experienced steady demand even showing a small 2.4% increase. Demand for the bulk of our classes should remain steady with the following exceptions:

- Online enrollment should continue to increase as our online course offerings are expanded. There will probably be some shrinkage in our regular classes due to this, but the overall enrollment is expected to continue to move in a positive direction.
- We anticipate that PHI 150 Business Ethics will maintain its recent increase due to its addition as a requirement for the CPA exam.
- The addition of two more IAI General Education courses in the area of religion should result in a net gain in enrollment based on the experience of our sister institutions. College of DuPage, for example, currently offers 17 sections of Introduction to Religion per semester.

The menu of courses offered by the philosophy department includes nine IAI General Education courses, an additional two courses that fulfill diversity requirements and a few courses geared to specific career needs (Biomedical Ethics and Business Ethics.) The department will be evaluating the continuation or reformulation of two of the courses on our books: PHI 180 Environmental Ethics and PHI 210 Death and Dying.

The following changes have been made since the last Program Review:

- Course Outcomes for PHI 101 Critical Thinking, PHI 105 Introduction to Philosophy and PHI 115 Ethics were revised. In all cases the outcomes were more focused on measurable student outcomes and were decreased in number.
- Department Course Outlines have been revised and updated for these courses. A similar process is planned for our other course offerings.

Our assessment efforts have centered on PHI 115 over the last five years resulting in the changes in outcomes mentioned above. Currently we are assessing outcomes for PHI 105/Introduction to Philosophy.

A departmental initiative worthy of special mention is our Ethics Bowl program. Ethics Bowl is a co-curricular program that gives students a chance to enter an academic competition that combines excitement and fun with an educationally valuable experience in the areas of practical and professional ethics. Further, Ethics Bowl involves competition between 2 and 4 year colleges on the regional and national level. In February 2015, Harper's team won the Two-Year College Championship for the second time since the competition's inception three years ago, and became the first team from a two-year institution ever to advance to the quarterfinals in the larger Intercollegiate Ethics Bowl Championship.

In order to support this program, the department is proposing the following course:

- Ethics Bowl Practicum: Modeled on the Harper College Speech and Debate Team's practicum, this course examines, within teams, ethical cases with the purpose of developing ethical positions supported by arguments, presented and discussed at intercollegiate ethics bowl competitions.

Additional goals for the next five years are the following:

- Expand professional development opportunities for full time and adjunct faculty specifically geared to the teaching of philosophy.

Rationale: With the advent of the Academy for Teaching Excellence there has been a decrease in the administrative and financial support of discipline-specific professional development.

- Audit course titles and descriptions of all existing courses, especially PHI 190: Feminist Philosophy, making necessary revisions in terms of current IAI course titles and descriptions, the state of the discipline, and marketability/student interest. Intentional efforts will be made to assign as many IAI numbers to Harper College Philosophy courses as possible.

Rationale: Many students are put off by the term “feminist” philosophy and/or see it as something geared only to women. The course title will be changed to reflect a wider range of topics, including but not limited to gender identity.

- Advocate for the hiring of at least one new full-time faculty member, specializing in Religious Studies.

Rationale: The expansion of the curriculum to include religious studies courses further intensifies the need for a specialist in this area. Even without the addition of these courses, our already existing courses in this area represent more than a quarter of the sections offered. The department has no full time member with special expertise in Religious Studies and, as a result, relies heavily on adjuncts to fill this need.

- Develop standard policies and procedures for evaluating qualifications for teaching online and in a blended format. The Department will develop an ongoing system of evaluation and support for these courses.

Rationale: A weakness that emerged in our SWOT analysis is the uneven quality and weak oversight of online courses. The traditional ways of evaluating teaching are classroom observations and student evaluations. Neither of these work well in an online environment.

Harper College Academic Discipline Review Student Development Courses

College Name: William Rainey Harper College

District Number: 512

SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2015

Discipline Area	Student Development Courses
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Improvements & Rationale for Action

Program Demand

Section analysis of enrollment in the five courses offered by Student Development depicts a “big picture” reflection of the overall enrollment decline across the College, with a few notable exceptions. First, regarding enrollment in the First Year Experience (FYE) course there is some difficulty ascertaining whether a decrease in enrollment might be due to the support of the College’s First Year Seminar initiative. Student Development stopped offering general sections of FYE as momentum behind the College’s FYS initiative grew. Secondly, despite the bigger picture decline in campus enrollment, course enrollment in Diversity 101 in particular, and to a lesser extent, Career Development 110, has remained relatively stable.

CDV 110 (Career Development) --- Enrollment has remained relatively stable despite the addition of two sections of FYS for undecided students. Section analysis reveals an 89% to 90% seat fill rate for '13 and '14, down from a high of 97% in '10, when we had increased enrollment thought to be due to the economic downturn.

DIV 101 (Exploring Diversity in the United States) --- Although enrollment has declined somewhat since 09-10 and 10-11 when Harper’s overall enrollment grew significantly, enrollment for the past three years has remained fairly stable and consistent. Section analysis shows a 100% fill rate in '11, and more recently a fill rate of 95%.

FYE 101 (First Year Experience) --- Enrollment in FYE over the past five years has declined significantly, primarily due to two factors. First, the discontinuation of the football program after the Fall of the 2011 season clearly impacted and decreased the need for the FYE sections that would have been dedicated exclusively to athletes. Another major factor was the introduction of the First Year Seminar course on campus. Numerous sections of FYS were offered in the Fall of 2013. At that time, Student Development decided not to offer sections of FYE for the general student population any longer, in order to support the FYS initiative. Although the overall number of students taking FYE has declined in the last two years, the seat fill rate for the sections offered has been approximately 86%.

PSY 107 (Humanistic Psychology) --- After a significant decline in enrollment after the 10-11 year, enrollment numbers have remained relatively stable. The decline can be explained by changes in some of the programs for special populations, such as our football team and our REACH Bridge program. Although the number of sections offered has decreased significantly in the past five years, seat fill rate has hovered around 85% to 90% most years.

PSY 108 (Special Topics in Psychology) --- This special topics course has had relatively stable enrollment in the years when a section or two are offered. Seat fill rates were at an all-time high of 112% in the 10-11 year, when the Positive Psychology course was offered, and overrides were granted. Fall of '13 saw a big increase in enrollment, when the course was used as a vehicle to pilot the new First Year Seminar course.

Cost Data

The vast majority of the cost of offering the Student Development courses is tied to instructor salaries, which can vary based on who teaches the course (full time vs. adjunct). Costs can also vary based on the need to add or cancel sections each semester. Occasionally, blended sections, or those designed for special populations don't fill adequately, and the course is cancelled, decreasing our costs.

Quality

The consistently high level of satisfaction with Student Development instructors year after year seems to lend support to the idea that having a professional with a counseling degree teaching these courses is beneficial to students in helping them meet their needs. Student Development instructors consistently rank at the top or in second place campus wide in terms of overall student satisfaction semester after semester, from a low of 95.73% to a high of 99.02%.

Accomplishments

The following are just a few of the goals met during the past five years . . .

CDV 110 --- The Career Development Center staff and CDV 110 instructors have previewed and approved a variety of new internet resources for students to use in researching careers and majors in our class and workshops. Some of the newer tools include O*NET Online and What’s Next Illinois, as well as a variety of sources related to internships, such as Intern Web and Intern Jobs.

Student Development partnered with the Fast Track program for several years to include a section of CDV 110 within their Associate of Arts option. The course was found to be helpful to students, however, the AA Fast Track option as a whole did not fill on a regular basis and was discontinued.

DIV 101 --- Although popular with many Diversity 101 students, the textbook that had been used for a number of years required a fairly high level of reading ability which some students found difficult. A team of instructors explored the use of several other textbooks, and as a result, two faculty members worked together to write a new textbook to provide another option for instructors. Several instructors have been using it regularly for a few years at this point.

Student Development held a number of specialized trainings for new and continuing DIV instructors over the last five years, related to course content, approaches, grading options, etc. When the key DIV point person moved into a new position, training for new instructors became primarily a mentoring program.

The DIV instructors decided to research their students’ readiness to engage in social justice actions after having finished the course. Research results indicate that at least a third of the students reported increased confidence and motivation to engage in social justice actions after completing the course.

FYE 101 --- Sections for special populations have continued to be offered during the past five years, the most significant being those sections for students involved with Access and Disability Services, as well as the REACH Bridge program. Another accomplishment is the inclusion of “clicker” technology in the ADS sections of FYE.

PSY 107/108 --- A successful partnership between Student Development and the Woman’s Program provided a valuable linked offering, which paired Humanistic Psychology and Career Development designed specifically for Women’s Program participants. The linked offering ran successfully for a number of years. More recently, we have explored the option of stand-alone sections of these courses for this population.

Faculty members interested in the field of Positive Psychology developed an offering under the Special Topics course. The course was very popular with students, and a partnership with the Psychology department was proposed. The chair of the Psychology has expressed an interest in partnering with Student Development on this project, and hopes to offer the first section in 2016.

Goals for the next five years include the following . . .

Goals and Activities	Responsible Parties	Timeline
Explore and decide on best ways to market our courses, especially CDV 110 and PSY 107	Curriculum team, point people	By Fall ‘16

Create more sections of CDV for special populations, such as for returning adults, women, or veterans.	CDV point person and team	By Fall '17
Continue to explore new internet resources for use in CDV class	CDV point person and Career Development Center staff	ongoing
Seek out classroom activities and assignments to help DIV 101 students develop needed critical thinking skills	DIV point person and team	Fall '16
Build the instructor pool for the DIV course	DIV point person, Curriculum team, Dean	Ongoing, with some new hires by Fall of '15
Explore and discuss the addition of a reading or ENG 101 pre-req for DIV 101	DIV point person, team	Fall '17
Explore and determine the need for the possible addition of a late-start FYE course, for those new students who are not on campus at the beginning of the semester	FYE point person and team	Fall '16
Articulate the differences between the various success courses, to help students better understand their options	Curriculum team, point people	By end of Spring '16 semester
Develop more sections of FYE for special populations	FYE point person, team	By Fall '17
Research the efficacy of the short-term or 1-credit FYE option – is this enough contact time to thoroughly benefit the students?	FYE point person, team	Fall '17
Explore new formats for the PSY 107 course, such as offering a blended section	PSY 107 point person, team	Fall, '17
Explore the creation of a 3-credit PSY 107 to allow additional content and improve transferability, and make decision regarding outcome.	PSY 107 point person, team	By end of Spring '17
Decide whether or not to change the name of the PSY 107 course to reduce student confusion	PSY 107 point person, team	By end of Spring '16
Continue to explore the possible partnership with the Psych department for the PSY 108 Positive Psychology course	Curriculum team	By end of Spring '16
Explore the creation of a section of PSY 108 on the topic of Social Justice, which could eventually be further developed into a DIV 201.	Point person, Curriculum team, DIV instructors	By Fall of '18
Establish clear roles and responsibilities for the Curriculum Committee Chair, Department Chair, and Curriculum Point People/Lead Instructors	Curriculum Committee and Dean	By Fall of '17
Establish a consistent, on-going cycle for observing and providing feedback to our instructors; integrate the observation of our adjuncts with the CAFÉ 2-year observation cycle.	Point people, Co-chairs	By end of Spring '16

Harper College Academic Discipline Review World Languages

College Name: William Rainey Harper College

District Number: 512

SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2015

Discipline Area	World Languages
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Improvements & Rationale for Action

The Harper College Department of World Languages currently offers credit courses in Chinese, French, German, Japanese, and Spanish. We support a communicative approach to language education that aims to help students actually use the language they are learning in oral and written communication. Our last program review occurred in 2010; since that time, World Languages experienced an overall increase in enrollment, with the most robust enrollment in Spanish.

Objectives

The World Languages Department teaches students language using a communicative approach, which prepares students to communicate in authentic contexts using the target language. Communication is practiced in courses using all four modalities (reading, writing, speaking, and listening). The curriculum prepares students for degree completion at the community college level and for further study of language at 4-year institutions. In addition to language courses, the department offers study abroad courses (HUM 115), a culture and civilization course taught in English (GER 230), courses for heritage speakers of Spanish, and courses for professionals in specific fields (such as SPA 121- Spanish for Criminal Justice). We support language and non-language majors alike, and aim to equip students with language skills that they can use in a variety of fields of study or occupations across the globe.

Since our last program review, we made several improvements to contribute to student success. We hired a new full-time faculty member for Spanish and new adjuncts in Chinese, German, and Spanish. All full-time faculty members participated in professional development activities to stay up-to-date on best practices in language education.

A significant change from 2010 was the addition of an online placement exam for students entering our courses with prior experience in French, German, and Spanish. The exam is necessary since misplacement in language classes is detrimental to the individual student and entire class. We continually compile data for calibration to make sure the scores we set for each level are appropriate. No placement exam can be 100% accurate, so we pair the exam with a conversation in the target language and with a language background questionnaire to obtain the best possible placement recommendation for the students.

Curricular changes during the last 5 years include:

- Chinese- We began to offer elementary and intermediate Chinese courses. We have worked with a local elementary school to offer a course for parents of immersion students (K-4th grade).
- German- The department added a German Culture and Civilization course (GER 230) to meet demand from students for a course taught in English that could fulfill an elective requirement and cover cultural topics in more detail than is possible in an elementary or intermediate language course.
- Spanish- The department brought back the Spanish for Heritage Speakers courses (SPA 112 and 113) due to increased numbers of heritage speakers in our district (students who grew up in the U.S. but speak Spanish at home). We also reintroduced Spanish for Criminal Justice (SPA 121) to offer professional language training to criminal justice students and local law enforcement.

Need

The Program Review Team for World Languages identified the following curricular goals for the next five years in order to meet needs of students and support academic programs:

- Chinese- We plan to develop a CHN 205 (Intensive Oral Practice) course when a sufficient number of students successfully complete the first four semesters of Chinese at Harper. We also anticipate an increasing number of students coming in from district high schools with prior knowledge of Chinese, so we need to be ready to offer this population courses above the intermediate level.
- German- We plan to re-categorize GER 230 as a HUM course. Enrollment in the course has been low largely due to the fact that it is only listed under the "GER" prefix, despite being taught in English. Students who are interested in the history, literature, culture, and politics of the German-speaking countries are not finding the course in the catalog since it is listed under language offerings. We also will gauge interest in a potential Business German course.
- Spanish- The department plans to update the course outline for Spanish for Nursing (SPA 122) and resurrect the course, which has not been offered in years. After assessing market need, we will go to Curriculum Committee to change the name of the course in order to appeal to a wider variety of medical professionals. The department also plans to develop a Latin American Culture and Civilization course much like the GER 230 counterpart. We also would like to develop a course for educators who need specialized knowledge of Spanish or need to complete a specific Spanish exam as part of their training.

Cost-effectiveness

The World Languages Department is committed to providing students with a strong program while controlling costs to the college and students. We do not anticipate any significant changes facilities or equipment over the next five years. Staffing levels are expected to remain fairly stable, although increased support for adjuncts of Asian languages may be necessary so that they can conduct discipline-specific marketing and outreach to increase enrollment and awareness of our programs. (We do not have full-time faculty for Chinese or Japanese who would do this as part of their jobs.) We also will continue to support faculty in professional development.

In 2011, we made the difficult decision to eliminate the Arabic courses due to perpetual low enrollment. We do not anticipate needing to eliminate any other programs in the next five years.

We will continue to financially support assessment by offering the online placement exam, WebCAPE. There is a yearly cost for the exam as well as occasional fees for updates or technical support.

Quality

World Languages has conducted institutionally-supported course-level assessments for Elementary Spanish I since 2014. We chose 101 courses because they provide the largest data sampling and are a student's point of entry into the program. The 101-level is also significant because a student's experience in the first course in sequence determines whether or not they continue in the language. We plan to adapt the assessments for Elementary Spanish for other languages as well.

The department continually makes revisions to course outlines based on ACTFL standards and recommendations, classroom experiences, and faculty research. We aim to provide students with the highest quality of language instruction, so consistent evaluation of our course descriptions, student outcomes, topics, and methods of instruction is expected for all languages.

Harper College Cross Disciplinary Review Report Vocational Skills

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS FOR CROSS DISCIPLINARY PROGRAMS REVIEWED IN ACADEMIC YEAR 2015

Cross-Disciplinary Program	Vocational Skills
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Improvements or Rationale for Action

<p>Strengths</p> <ul style="list-style-type: none"> • Very supportive, active advisory committees • Large pool of adjunct faculty who are content experts • Up to date equipment and technologies • High percentage of high school graduates enroll in career programs • Multiple opportunities for students to attend events that showcase career programs • Strong relationship was built through the creation of NECSS • Two TAACCCT grants have provided funds for additional full time faculty, new equipment, curriculum revision, and collaboration with other community colleges in Illinois and nationally <p>Weaknesses</p> <ul style="list-style-type: none"> • Difficulty with recruiting adult learners <p>Opportunities</p> <ul style="list-style-type: none"> • Job Placement Resource Center was created to assist students with employment during education and at completion of program • Employment Specialist positions were added to research job openings and discover emerging technologies that could lead to new programming • Career Programs Specialist position was created to assist program coordinators with internship opportunities for students • Collaboration with German American Chamber of Commerce to offer apprenticeship training in industrial maintenance. This model can be adapted to other disciplines in the future • Third party credentials are emerging in multiple disciplines. Preparation for credential exams (technical skill assessment) can be embedded in curriculum • Program accreditation <p>Threats</p> <ul style="list-style-type: none"> • Reduced number of high school graduates will lead to lower enrollment • For-profit institutions are adding programs that compete with Harper College career programs

New initiatives

- Job Placement Resource Center
- Fire Science Program Academy
- Learning and Career Center
- The Career Programs Division consisted of Health Careers and Career and Technical Programs under the leadership of one Dean. Upon her retirement, a decision was made to separate the programs into 2 divisions: Health Career and Career and Technical Programs with a Dean leading each division.
- Harper College received an Accelerating Learning Opportunity Grant from the state of Illinois which supports efforts to redesign Adult Basic Education to increase the number of adults who enter postsecondary education and earn credentials that lead to family-supporting careers.
- The renovation of the Career and Technical Education Center has provided more opportunities for students to experience hands-on learning in state of the art labs and classrooms. With the help of grants and funding from the state of Illinois, more students will have the opportunity to prepare for careers in fields that provide a livable wage.

Harper College Student & Academic Support Services Report Office of Student Financial Assistance

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS FOR STUDENT & ACADEMIC SUPPORT SERVICES PROGRAMS REVIEWED IN ACADEMIC YEAR 2015

Student & Academic Support Services Area	Office of Student Financial Assistance
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Major Findings and Improvements/Modifications to the Area

The Office of Student Financial Assistance (OSFA) has undergone significant changes during the past four years. The process ultimately enabled OSFA to make advancements to internal and system processes, to focus on staff training and development, and to improve services to students.

In June 2011, a new financial aid director was hired. At the time, the College was in the midst of responding to several years of U.S. Department of Education compliance reviews. An intense series of compliance activities followed over a span of four years that included the U.S. Department of Education program review, two recertifications and several updated program participation agreements; annual audits; an Illinois Community College Board audit; the Department of Veterans Affairs audit; several Illinois Veterans State Approving Agency catalog review certifications; the reconciliation of program funds, and the State of Illinois program review. In addition, OSFA staff worked cooperatively with the Office of Inspector General to investigate a fraud case.

Early on, extreme deficiencies were identified in the areas of verification, loan processing, delivery of aid during non-term periods, reconciliation of program funds, and the return of Title IV funds. The last four years brought extensive staff trainings, the revamping of OSFA policies and procedures, and examining and overhauling the system to assure future compliance. The numerous compliance activities and use of consultants had a positive impact on OSFA, resulting in massive improvements made in processing financial aid. While this took a tremendous amount of resources, OSFA continued to keep student service at the forefront and implemented many initiatives.

OSFA Achieved Results Related to Five Functional Areas

Compliance

- OSFA is responsible for ensuring the integrity of the financial aid programs. Staff worked diligently to stay current on program parameters and their implementation.
- OSFA is continuously responsible for fulfilling requirements, and demonstrating our expertise and compliance in administering financial aid programs. Staff instituted a detailed Risk Management Plan that incorporated an extensive quality assurance component.
- OSFA staff ensured that the Ellucian-Banner system was tested and in compliance with program regulations.

Professional Development

- The expertise of the OSFA staff vastly improved with staff changes. Staff was hired with specialized skills in financial aid, resulting in significant improvements in the knowledge base and expertise of the department.
OSFA fostered a continuous learning environment to grow effective leaders and advance the level of professional training and development through industry webinars, conferences, and tutorials.
- The OSFA team is in a significantly stronger position because of cross training within the department, interdepartmental training, and increased team building activities and communications.

Service to Students

- At the forefront of OSFA's goals was to serve the needs of students and help them find the financial resources to pay for education-related expenses.
- To best serve our students, OSFA played a key role in collaborating with campus departments and providing the financial aid perspective for information, training, and projects.
- OSFA used technology and systems to improve processing timeframes to one week or less and to deliver approximately \$25 million in aid annually to students.

Communications

- OSFA used a balance of personal one-on-one contact with students and use of technology to keep them aware of their financial aid opportunities and status.
- Proactive email messages and phone calling campaigns were implemented to deliver targeted communications for special messages to assist groups of students regarding service. These communications contributed to Harper College's enrollment initiatives.

Debt Management

- To help educate Harper College about borrowing, OSFA changed its award packaging practices in 2012-2013. OSFA no longer auto packaged student loans. This reduced borrowing by 44 percent over three years.
- OSFA used strategies to increase student awareness about debt management and borrowing student loans responsibly.
- OSFA developed a Debt Management Plan that includes addressing loan management issues, communicating loan borrowing information, and offering tools geared toward students who have demonstrated high risk potential to default on their federal student loans. It also addressed educating students about financial literacy topics.
- Harper College's Cohort Default Rate (CDR) rose slightly over the past several years as occurred with most community colleges due to the poor economy, job loss and the change in the calculation of the CDR from a 2-year to 3-year period. Despite these market conditions, the draft of Harper's first official 3-year CDR issued by the U.S. Department of Education in February 2015 was 15.3 for FY2012. This was a decrease from the unofficial 3-year CDR of 20.2 in FY2011.

Future Directions

Looking forward, OSFA will continue to develop and grow by focusing its efforts in the compliance, Harper College initiatives, and student service areas.

OSFA is the primary area responsible for fulfilling mandated federal and state requirements, and demonstrating our expertise and compliance in administering financial aid programs. OSFA will continue to improve our operations through changing regulations, audits and program reviews, and implementing quality assurance and the Risk Management Plan.

OSFA is and will continue to be directly involved with several strategic college and department initiatives. These projects reflect the long range plans for the College's mission and will vastly improve service levels to students.

One Stop	Integrated Student Systems Team
Payment Commitment	One Million Degrees
Adult Students	GED/AED Grant Team
Veterans Services	Gainful Employment
Promise	Debt Management and Financial Literacy
Data Standards	

For OSFA to be successful, it is imperative that the staff continue to keep student service in the forefront. OSFA will continuously review our business practices and make improvements to serve and communicate with students at the highest level.

Part B: Results from Prior Reviews

Results from Prior Program Reviews Accounting

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2015 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES

Program Identification Information

6-digit CIP 52.0302	
Career Cluster Business Management & Administration	
Career Pathway Business Information Management	
Program of Study Accounting	
Community College Program Title Accounting Associate Accounting Assistant Accounting Bookkeeper/Clerk Advanced Accounting Bookkeeper Clerk	Degree Type 03AAS 30Cert 30Cert 30Cert

Action

X Continued with minor improvements

Improvements & Rationale for Action

Since the 2014 program review the accounting department has modified the program curriculum. Changes were made to the AAS degree to make the degree stackable with the current certificates and a Tax Accounting Assistance Certificate has also been added. These changes allow students to build accounting skills making them more employable in the field.

The AAS degree and accounting certificates are recognized as offered completely online to students. These online programs have been included by the college in Harper advertising of online programs during the 14/15 academic year.

The department continues to review methods of enhancing accounting courses offered online. In the effort, the department completed a pilot program in collaboration with CII Fall 2014 allowing students to complete exams off campus using webcam technology to video students as a method of proctoring. This pilot program has been implemented across campus, and accounting faculty continue to use this technology Spring 2015.

Throughout the past year, the accounting department has increased the connection between accounting students and the resources available from the Job Placement Resource Center. All accounting faculty have been informed of the JPRC resources and have shared these resources with students. Connections have also been made between employers in the community and JPRC, creating an increase of job postings on the CollegeCentral website and increasing the numbers of accounting students obtaining employment while continuing their education and upon completion.

The department continues to offer professional development opportunities for accounting adjuncts, including a book discussion held during Spring 2015 discussing a book title "How Learning Works".

An additional full-time faculty member has been approved to be added to the accounting department. The new position will become effective Fall 2015.

Going forward, the department will continue to assess demand for various modalities, work on training within the department, increase awareness of the Accounting Program and review all course outlines.

Results from Prior Program Reviews Adult Education Department

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2015 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

X Continued with minor improvements

Improvements & Rationale for Action

STUDENT SUCCESS AND PROFESSIONAL DEVELOPMENT

- In FY'15, AED implemented a comprehensive, data-informed approach both in the classroom and in wrap-around services to students. Highlights include (1) Two-day student orientations in both NNL and ABE/GED, including strategies for overcoming potential barriers to attendance and learning; (2) a shift from open- to fixed enrollment to underscore the mutual commitment--from both student and instructor---to work steadily toward learning goals; (3) A new 75% attendance policy for both daily class and throughout the eight weeks, determining eligibility for pre-registration in the next session; (4) one-on-one contact with advisors or staff to discuss barriers with those who attended less than 75% of class-time; (5) an agreement signed by NNL learners when they receive a workbook, again emphasizing their commitment to learning; (6) whole-class and/or individual charts recording NRS level-gains on CASAS and TABE test. As a result to switching to a two day orientation model we saw greater 1st week retention and allowed the transition staff to offer more career planning and goal setting activities to better integrate students into the college environment. Anecdotally, students have had a smoother transition to credit courses and greater utilization of college services.

- After a departmental meeting with Dr. Ender in 2013, our current bridge to career success faculty instructor worked with the FYS team to develop a stand-alone 3 credit hour FYS geared towards adult students to have an alternative to the bridge model that offers college and career readiness and planning paired with college credit. The Fall 2015 semester will be the pilot for this course, and the faculty and transition coordinator are working collaboratively to develop the curriculum.

- This Fall, AED will inaugurate two new Accelerating Opportunities (AO) certificate programs for Heating, Ventilation & Air-Conditioning (HVAC) and Administrative Assistant/Business Software Specialist. GED students and Upper-level NNL, ESL and students from other Adult Education programs within our APC will receive information and build career goals around these new opportunities. The AO programs will provide direct linkages to area employers.

- This Spring, the AED department piloted co-enrollment of NNL students with Basic Math as a way to facilitate their transition to ABE/GED. The response from students has been very positive. We will continue to work on this paradigm shift with instructors. This will be particularly important as we begin our next fiscal year under the WIOA legislation.

- AED also successfully implemented a new, rigorous professional development (PD) plan in FY'15. Of the eight PD hours required by ICCB, half needed to be earned at "face-to-face," in-house, AED events. Four of the eight credits need to be completed by the end of the Fall semester, and the remainder by the end of the fiscal year. Two joint NNL/GED workshops were held in August and January, with a third and final "Wrap Up"

In May. Sixty AED members attended in January---a new record. Two major themes throughout the year have been (1) incorporating critical thinking strategies, from Beginning ESL to ASE and (2) reflective professional growth. While ABE/GED adjuncts worked collaboratively on new content standards, NNL instructors met at several roundtables to share critical literacy strategies. In May, individual instructors will receive testing data, including post-test percentages, level gains, and student persistence rates. We will analyze program data and share robust instructional strategies.

- Multiple transition activities are planned for ELA students as they move up the levels and segue into ABE/GED, career certificate programs (including AO) , and/or Academic ESL classes: (1) A newly-formed ELA Conversation Group, facilitated by our new Bilingual Student Advisor, is a unique opportunity for ELA students to practice English outside of class, bond as a community, and develop a voice as learners (plans are underway to create a student government body); (2) the GED Transition Café, facilitated by our Transitions Counselor, brings ELA and GED students together to discuss the opportunities and challenges of pursuing a GED diploma; (3) A newly formed GED club facilitated by the Transition Coordinator is a great opportunity for current and former ABE/GED students to receive assistance to help pass the GED test and support them through their college transition. It also seeks to provide peer college readiness activities and greater connection to the campus through social opportunities. (4) "College for a Day" (and the new "College for a Night") event allows GED and ELA students to experience a sampling of "real" college credit classes and career certificate programs, igniting interest and potential career goals.

- Another full-scale GED graduation ceremony is scheduled for June 19th in the Performing Arts Center, with the addition of a new pinning ceremony for induction into the National Adult Education Honor Society.

TECHNOLOGY

- In FY16, AED plans to continue and expand the use of online KeyTrain (and the related National Career Readiness Certificate (NCRC), pending resources available) offered through ACT. AED has been piloting KeyTrain and the NCRC through Harper's Strategic Goal 4.2 in FY14 and FY15 in ABE/GED, upper-level ELA, and more recently, in supplemental classes such as Employment Skills and Computer Literacy (Vocabulary) Skills. KeyTrain assesses students in three areas: Applied Mathematics, Locating Information, and Reading for Information. EL Civics students will have the opportunity to co-enroll in these supplemental classes and receive this portable credential, which certifies essential skills needed for workplace success. Instructors have reported great learner enthusiasm. We will be able to use the KeyTrain curriculum for one more year but unfortunately the certificate that students receive is not widely known among employers.

- Additional Computer Literacy (Vocabulary) Skills classes were added at several sites (HCRM and EWC) in order to bolster digital literacy skills of NNL learners. These students also continue to hone technology skills through power point presentations and use of social networking. Such technology skills are crucial as these learners transition to ABE/GED, career bridge classes, and Academic ESL.

COMMUNITY PARTNERSHIPS

In FY'15, AED collaborated with multiple community partners across our district:

- Harper College, Elgin Community College, and the Illinois Work-Net partnered to create the Education and Work Center (EWC) in Hanover Park, now approaching its first year of operation since opening its doors last fall. Adult Education students flocked to the Center, and Harper quickly doubled the number of ELA and ABE/GED classes originally planned. The Center is now fully staffed, and the partners will continue to evaluate FY15 and plan for FY16 with this unique partnership helping a previously underserved population.

- On the other end of the district, the new, revamped Harper College Learning and Career Center (LCC) is also nearing its first full year of operation. AED has worked together with the new LCC Director and her staff in reshaping the vision of LCC as a vibrant community center with social services, learning and career opportunities. AED has collaborated with LCC staff in hosting several community outreach events, "College for a Night," financial literacy tutorials through Wintrust Bank, and other events.

- AED has continued to work closely with Palatine Opportunity Center (POC) Director, Kathy Millin, in coordinating Harper's efforts with the many other service providers at the site in Northwest Palatine; recently, AED has worked intensively with the POC Director, Palatine Senior Center and Palatine Library to transition seniors from the former Soviet Union from ELA classes into appropriate social and learning programs.
- AED has continued to partner with outside community agencies to inform students about topics such as healthcare, immigration, fair housing, and workers' rights. Partners include HIAS (Citizen and Immigration), Hope Fair Housing, Chicago Workers Collaborative, DACA (Deferred Action) representatives, WINGS (Domestic Violence program) and NWCH Promotoras (Nutrition and Wellness consultants).

Results from Prior Program Reviews Anthropology

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2015 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

X Continued with minor improvements

Improvements & Rationale for Action

The department plans to run the Archaeology Field School in collaboration with Midwest Archaeology Research Services again this summer and has been marketing to and recruiting interested students. The osteological and fossil collection continues to be developed and utilized in the classroom. The collection is unique to Harper College among two-year colleges nationwide. The exhibit display was updated to reflect the participation of Professor Hamlen in the Faculty International Seminar to Uganda and Rwanda in the summer of 2014 and material and data from the seminar has been infused into her classroom.

**Results from Prior Program Reviews
Department of
Academic Success**

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2015 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 Department of Academic Success: Developmental Reading, Writing and Learning Strategies	Degree Type

Action

X Continued with minor improvements

Improvements & Rationale for Action

<p>ASSESSMENT</p> <p>As a result of findings published in our FY 2014 Program Review report, full-time faculty in the Department of Academic Success voted in the fall of 2014 to eliminate the use of the Degrees of Reading Power (DRP) test as a standardized measure employed in RDG 090 and RDG 099 classes. Because the DRP measured students' test-taking abilities and metacognitive awareness rather than gains in critical thinking made through progress in the above-referenced Reading classes, we agreed unanimously to cease use of the DRP beginning with the spring 2015 term.</p> <p>Action Plan / Timeline: We are currently piloting alternate means of exit assessment in RDG 090 and RDG 099, and continue to employ curriculum that helps our students meet the course objectives in preparation for the next class. Coordinators of RDG 090 and RDG 099 will make recommendations for alternate assessments at the first DAS department meeting in fall 2015 and begin employing those measures with the fall 2015 semester and beyond.</p> <ul style="list-style-type: none"> Ongoing discussions continue with DAS faculty, Dean Kenya Ayers, and other stakeholder groups on Harper's campus regarding the implementation of a "floor" for students required to enroll in our courses. It was noted by our external consultant in our last Program Review that the current range of 0-65 placement score on the Compass Reading test is too broad to successfully meet the needs of the majority of students enrolled in RDG 090, our lowest-level Reading course. DAS and Dean Ayers continue to work with Institutional Research and Assessment and Testing, primarily, to determine how to best address the current placement trends for our Reading classes while meeting the needs of all of the Harper students requiring instruction from DAS. <p>Action Plan / Timeline: As our conversations are currently in progress, our action plan is yet to be determined and our timeline is ongoing.</p> <p>STAFFING & INSTRUCTION</p> <ul style="list-style-type: none"> As a means of providing and executing optimal student support and increasing student engagement, DAS has continued to develop our online course shells and resource materials, most notably with PSY 106 and RDG 090. Development of a course shell for ENG 001 is planned for summer 2015 with implementation by fall 2015. At the request of the Provost, Dr. Judy Marwick, DAS reduced the number of ENG 098 and RDG 090 course offerings beginning with the fall 2015 semester. An increased number of ENG 001 sections will be offered to help meet Harper's goal of student acceleration. Additionally, we are continuing to develop the ENG 002 course curriculum with hopes for implementation in the near future.

Results from Prior Program Reviews Early Childhood

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2015 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

X Continued with minor improvements

Improvements & Rationale for Action

2014-2015 has been another busy year for the Early Childhood Education Department. We implemented the newly updated assessments for each of our core courses to meet the revised Illinois Professional Teaching Standards, Gateways Credential Standards, and NAEYC standards. The changes were also reflected in updated departmental outcomes.

Our Accreditation is up for reaccreditation in the 2015-2016 school year. As a result, work began during this school year to prepare for the report and site visit. We have focused on creating a conceptual framework through discussions with adjunct faculty and our career advisory board.

The Assistant Teacher Certificate became the first ECE certificate to be offered at the LCC campus. We are working with the building architects and administrators to create a lab classroom in the LCC space for the 2015-2016 school year.

More blended and online classes are continuing to be offered to better accommodate student needs on main campus.

Tara Mathien developed an online portfolio using Google Sites for students to use throughout their time in the program. The entire department made the portfolio mandatory in our core courses beginning fall 2014.

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

Tara Mathien served on the Illinois Gateways Family Child Care Credential committee. Tara and Wendy Mertes worked to develop the Family Child Care Credential at Harper through a newly created Family Child Care Certificate and AAS option. Two new courses were developed – ECE 140: Family Child Care Management and ECE 290: Family Child Care Practicum. Harper is serving as a Pilot Institution to test the Family Child Care Credential.

Wendy Mertes has continued to serve on the committee to revisit the IAI Panel. She was also asked to serve on the Illinois Gateways Technical Assistant Credential Committee.

Additionally, Tara and Wendy have continued work with district high school faculty to further the work with Dual Credit for ECE 101: Introduction to Early Childhood Education. A workshop was provided for them during our annual High School Conference in February 2015 to learn about ECE assessments and curriculum ideas related to science and nature.

Wendy worked with Districts 211 and 214, as well as, Bright Horizons to discuss ways in which we can all work together to establish an Illinois Gateways Credential Level 1 in our high schools. The group has met twice and is working on offering courses at local Bright Horizons centers, as well as, offering internships to high school students to experience the field of ECE.

Tara and Wendy continued work 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. A transfer agreement has been made to accept Harper's entire AAS degree. The grant was extended for the 2015 school year.

The ECE department has hosted two professional development events. The ECE Symposium in spring 2015 in which 150 ECE professionals participated in workshops regarding building social emotional skills in young children. The High School Conference in spring 2015 in which 150 high school students visited Harper to learn about the program and attend workshops conducted by past and present students.

We worked with the Career Center department to host the first ECE job fair in conjunction with the ECE Symposium. We had 12 employers attend and many students and community members came through. Several students walked away with a scheduled interview for a potential entry level job in an early childhood center!

Tara remains the advisor for the student organization, Student Education Association. The SEA will host an "iTeach" event in April 2015.

Results from Prior Program Reviews Education

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2015 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES

Program Identification Information

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

Action

X Continued with minor improvements

Improvements & Rationale for Action

<p>IMPROVEMENTS</p> <ol style="list-style-type: none"> 1. Based upon results of Outcomes Assessment, a Departmental Writing Guideline sheet was created. Guideline sheet has been made available to all EDU students and has driven the creation of a Departmental Writing rubric (which is being piloted spring 2014). The focus is on improving critical thinking. 2. Updated EDU 250 to better align with the new Illinois Professional Teaching standards, including revisions to all rubrics and assignment guidelines. 3. Revised EDU 201, EDU 211, EDU 219, EDU 220 and EDU 250 course outlines to include reference to 2013 IPTS. 4. The Education Department chair created a Diversity and Multicultural Education teaching handout for adjuncts which identifies meaningful activities and relevant websites for use in specific courses. 5. The Education department chair created a Video Clip handout which identifies general websites that department faculty may find useful when searching for relevant video clips as well as a list of specific video clips that can be used to enhance instruction in specific classes. 6. EDU department chair worked collaboratively with ECE department coordinator to integrate the online portfolio into both the EDU and ECE departments. 7. EDU students are utilizing Wiki pages and group pages on Blackboard for collaborative assignments as a way to integrate technology into classroom learning activities and enhance online collaboration skills. 8. The department is continuing to develop courses in non-traditional formats. EDU 220 – Diversity in Schools and Society was developed on-line and successfully ran during summer 2014. 9. The EDU department chair participated in both Open Houses at Harper during 2014/2015. The chair met with a number of future students who were interested in teaching as a career. 10. Created weekly Blackboard modules for EDU 999 as a pre-curser to development of a blended section. <p>FUTURE IMPROVEMENTS</p> <ol style="list-style-type: none"> 1. Explore the development of EDU 211 as an online offering. 2. Explore the development of EDU 999 as a blended option. 3. Continue examining ways to align courses to the Common Core Standards, especially with the focus on technology and research to improve critical thinking. 4. Work with ICCEFA in standardizing and aligning Community College Education courses to improve articulation.

Results from Prior Program Reviews English

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2015 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES

Program Identification Information

6-digit CIP	
Career Cluster Arts, Audio/Video Technology, and Communications	
Career Pathway English	
Program of Study English	
Community College Program Title English	Degree Type

Action

X Continued with minor improvements

Improvements & Rationale for Action

The English Department has added the following elements based on goals and objectives as outlined in their last program review:

1. Focus on Accelerated learning Classes. We have significantly increased the offerings in these classes, which give students the opportunity to get additional support in Freshman Composition via an extra hour of faculty tutorial built into the regular class.
2. A year-long classroom based assessment project in English 101. A common assignment and assessment revealed strengths and areas for improvement in this foundational course.
3. Inquiry into “F” grades in English 101 to determine if academic or other issues interfere with student success in that class. This analysis is on-going.
4. A project with a partnership high school district to work with teachers in senior writing courses to align curriculum and expectations with those of Harper in order to improve placement and reduce numbers in developmental courses.
5. Hosted a diversity fellow as part of an initiative to increase number of under-represented groups in the teaching of English in Higher Education
6. Assembled a group to work with high school English teachers on the dual credit initiative.
7. Proposed a replacement for current placement tool that will be more sensitive to student ability in writing, and thus, place more accurately.
8. Intentional internationalization in course offerings and study abroad experiences.

Results from Prior Program Reviews English as a Second Language

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2015 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

Action

X Continued with minor improvements

Improvements & Rationale for Action

ADVANCED INTEGRATED LEARNING COMMUNITY (READING AND WRITING)

The first section of the linked course (ESL 073 Reading 5 4 CR and ESL 086 Editing Skills 2 CR), ran in Fall 2014. 19 students were enrolled. 16 students passed the Reading course with a grade of C or better (84%). 13 students passed the Writing course with a grade of C or better (68%). These averages are somewhat higher than the typical passing rate for reading, and lower than the typical passing rate for writing. Also of note is the fact that 68% of students in the linked course were enrolled in courses outside the ESL Department, compared to 50% of students who are taking at least one Level V class and 56% of students taking both Reading V and Writing V. This finding is concurrent with the results of student surveys regarding the class, in which students also reported at high rates that the linked course saved them time and money, that they improved their writing and reading skills, and that they felt prepared for English 101. In Spring 2015, 18 students enrolled in the linked course. The course is on the books for Fall 2015. Further plans include working with IR to track the success of former linked course students, and developing placement and advising suggestions based on who has been successful in the course.

LINGUISTICS PROGRAM

While in the long run we are still considering offering all the LNG courses required for the ESL Endorsement, we have decided to propose a Certificate in Teaching English to Speakers of Other Languages. We plan to present it to the Curriculum Committee in early Fall 2015. In addition, we proposed a LNG course in Language and Health, LNG 225, which was approved by the Curriculum Committee. This course is geared towards students interested in both Linguistics and Healthcare, and is an interdisciplinary course in that it draws on theories and concepts from Linguistics, Communication, and Health Science.

ENGLISH FOR SPECIAL PURPOSES

The English for Special Purposes courses have been bundled and marketed with other upper level electives as part of the English Series of Professionals course series. Marketing efforts were put into place during the summer of 2014 to promote the ESP course series. This has enabled the department to offer more of the elective courses in this course series and increase overall course enrollment numbers. Two courses in Spring 2015 and one in Fall 2014 filled to capacity. Surveys of enrolled students indicate an 85% interest in completing the course series.

The future plan calls to revert those courses converted to the English for Special Purposes designation back to English as a Second Language – ESP 061 and ESP 071; thus all coursework in the course series would share the same course pre-fix and be more consistent with the learning outcome of these pre-college courses. In addition, increase marketing especially in the LCC area is intended to continue to grow enrollment.

IDENTIFYING/SUPPORTING AT-RISK STUDENTS

Based on research on passing rates for ESL 074 Writing V, we determined that the two most predictive factors in failing the course are a previous failure of Writing V and a grade of C in Writing IV. We identify these students by running course histories of all sections of 074 (and 086) and marking as “at-risk” those students who have one or both of the factors. We prepare a list of at-risk students and communicate with them via letters, email, and personal communication with teachers to inform them of the importance of getting extra support to succeed in the class. We also refer them to resources (such as tutoring, the Language Lab, and the supplemental instruction workshops described below).

- In four sections of Writing V in Fall 2013, 38 students were flagged. 5 withdrew (13%).
- In five sections of Writing V in Spring 2014, 47 students were flagged. 14 withdrew (30%)
- In five sections of Writing V (including 086 Editing Skills) in Fall 2014, 37 students were flagged. 6 withdrew (16%).

The next step will be to expand this intervention to other levels of writing or possibly to other skill areas.

SUPPLEMENTAL INSTRUCTION FOR WRITING STUDENTS

Supplemental instruction in Fall 2013, Spring 2014, and Fall 2014 consisted of a series of three workshops focused on grammar and editing skills (one on nouns, one on verbs, and one on connecting words), each offered 2-3 times. At-risk students (described in 6 above) were targeted for the workshops, but the workshops were open to all students.

Students who attended at least one session were more likely to pass the ESLWAT (Fall 2013: 47% passed as opposed to 31% of those who did not attend. Spring 2014: 61% of those who attended passed as opposed to 40% of those who did not attend. Fall 2014: 45% of those who attended passed as opposed to 40% of those who did attend).

For Fall 2013 and Fall 2014, students who attended at least one session were not more likely to pass the class (Fall 2013, 59% passed as opposed to 86% of those who did not attend; Fall 2014 61% passed as opposed to 73% of those who did not attend). In Spring 2014: 81% passed as opposed to 42% of those who did not attend.

Based on these results, in Spring 2015, Dean Kenya Ayers approved a plan to expand the workshop offerings from three per semester to five per semester, each offered three times. Four of the five workshops have been taught by paid adjunct faculty (instead of by volunteer full-time faculty). We hope this increase in the number of workshops will provide additional benefit to at-risk students, and that the function of paid instructors will create a more permanent, stable program. We will continue to track the data.

USING SOCIAL MEDIA

A calendar of regularly scheduled posting to our social media channels – Facebook, Twitter and Pinterest has been in place. A video promoting these social media offerings are played during new student testing and orientation. The ESL CALL Lab staff updates the material, which is maintained by the ESL CALL Lab Coordinator. These functions have been added to the job descriptions.

BUILDING CONNECTIONS

Local Businesses/School Districts

- The ESL Department has established regular visits with the two main high school districts' adult education programs (211 and 214) in conjunction with Admission Outreach to promote Harper ESL and the college as a whole. Visits have been further by partnering with Harper's Adult Education Department as well.
- The ESL Department has been working with the newly staffed Community Relations Director in reaching out to village offices, chamber of commerce, and elementary school districts.
- In addition, the department regularly publishes course information through the Harper College for Business monthly e-newsletter.
- This area continues to grow.

Financial Aid Office

- Major changes have occurred in student service regarding financial aid with the addition in Spring 2015 of the One-Stop Center. This has caused the Financial Aid Office to serve in strictly a back office function. The new roles of these two areas (FA Office and the One-Stop) are developing. Nevertheless, financial aid will be working with the ESL department in reviewing new student records in advance of testing dates, so these students can be better served at the point of testing. This will also allow for better track of our new students.
- In the meantime since this past fall, Admission Outreach has assisted in working with new students through the initial part of the financial aid process by contacting students who have applied, but not scheduled testing. The ESL pipeline report established in Spring 2013 has made this possible. The ESL Department has met with the One-Stop, who will handle current or previously enrolled students with financial aid.

Writing Center

- The relationship with the Harper Writing Center continues to thrive. Joint tutoring meetings with the two areas have been held on an annual basis. ESL tutoring hours are predominantly displayed in the Writing Center and students are directed to us if tutoring is available in ESL.
- A new change beginning late in spring 2015 allows students to schedule their tutoring appointment directly online. It is intended that this change will make it easier for students to see what tutoring times are available without having to call ESL or walk a student over from the writing center.

Working with Adult Ed Department

- This goal was expanded into a Resources for Excellence grant program entitled Next Steps. This program, now entering its third year, has served 36 students in the past three semesters since starting in Fall 2013. The number of student participants was reduced after the first semester to better rates of completion (77% passing rates to 100% in back to back semesters). One of the participants in the first group in Fall 2013 has already completed English 102, while four others continue with GED study.

More research is being done on participants in the program as we monitor the results of this program.

Results from Prior Program Reviews General Management

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2015 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES

Program Identification Information

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

Action

X Discontinued/Eliminated

Improvements & Rationale for Action

The Business Administration Department continues to modify its existing course offerings to ensure student academic needs are being met, while at the same time preparing students for industry employment. During the past year, the Business Administration Department Coordinator, Dean, full-time faculty with concurrence from the Advisory Committee determined that the General Management Certificate should be eliminated.

Results from Prior Program Reviews Geography

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2015 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

X Significantly modified

Improvements & Rationale for Action

The GIS (Geographic Information Systems) certificate was approved in Fall 2014 by the curriculum committee. This will be a 21 to 24 hour credential that will also provide interested students with an opportunity to earn Harper’s Database Management Certificate. Two new GIS courses (GEG 150 – GIS and Mapping Principles and GEG 153- Applications for GIS) were created for this certificate. An industry advisory committee continued to provide curriculum recommendations for the program.

The Geography Department standardized exams and map quizzes for Physical Geography (GEG 111). GEG111 now has a standardized map assignment, four unit exams, a uniform comprehensive final, and eight map quizzes. All physical geography faculty were invited to provide input during the 2013-2014 academic year for the assessments.

The Physical Geography lecture and lab were offered as a linked course in Spring 2015. The linking was achieved by providing the courses in a Learning Community format. This met an earlier goal of providing students with the same instructor for lecture and lab, in addition to facilitating a tighter integration between the theoretical and applied aspects of physical geography.

The Department is pursuing an Honors Geography-English Learning Community that brings together Physical Geography (GEG 111) and Composition (ENG 102) in Spring 2016.

The Geography Department standardized the syllabus, exams, vocabulary quizzes, map quizzes and the final exam for World Regional Geography (GEG 101). All world regional geography faculty were invited to provide input during the 2013-2014 academic year for the assessments.

Results from Prior Program Reviews History

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2015 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

X Continued with minor improvements

Improvements & Rationale for Action

1. The History Academy continues to assist students in their academic class work, college wide engagement, retention and transfer to 4 year colleges and universities.
2. New topics courses have been offered covering the Roman Empire and Civil Rights Movement.
3. The Department actively participates in the Harper Open House initiatives for prospective students.
4. Professional Development opportunities have provided the History to faculty through the McGraw-Hill Learn Smart program. This program has become part of our HST 111 and HST 112 classes. The program supplements the instruction and textbook through an interactive web based teaching and learning systems. The use of this system has increased student success and retention.
5. Dropout rates in HST 111 have been studied and analyzed. Based on the findings the Department now encourages student registration of either HST 111 or HST 112. Students are not required to enroll in HST 111 before taking HST 112.
6. The Department is continuing to promote M-W-F 50 minute classes for HST 111 and HST 112 classes.
7. The Department continues to participate in General Education outcomes assessment initiative.
8. Partnerships in History with surrounding K-12 schools are being discussed by the Department.
9. Primary source documents have been secured for HST 152, HST 281 and HST 282. These documents are used to further motivate and engage students in History.
10. The idea of a local History Fair with grades 9-12 students is still being discussed by the Department.
11. The Department is using mobile devices such as I-phones, I-pads, podcasts, streaming films and network feeds.
12. Internship and study abroad opportunities have been developed by the Department for our History students.
13. HST 111 and HST 112 web courses have been completed and are being offered in a 5, 8, and 16 week format.
14. HST 243 Far East in the Modern World web course has been updated.
15. A two year grid for course offerings is being used by the History Department.
16. Student led Seminars have been established in the Department to further engage students and increase retention and completion.
17. Seniors Seminars for retired adults have been continued. These Seminars further engage the community in the work of the Department and the college.
18. Community Service Clubs have been linked with the Department in order to provide leadership opportunities for History students.
19. The Department actively participates in the Supplemental Instruction (SI) Program in HST 112.

Results from Prior Program Reviews International Business

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2015 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES

Program Identification Information

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

Action

X Discontinued/Eliminated

Improvements & Rationale for Action

The Business Administration Department continues to modify its existing course offerings to ensure student academic needs are being met, while at the same time preparing students for industry employment. During the past year, the Business Administration Department Coordinator, Dean, full-time faculty with concurrence from the Advisory Committee determined that the International Business Certificate should be eliminated.

Results from Prior Program Reviews Marketing Research

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2015 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES

Program Identification Information

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

Action

X Discontinued/Eliminated

Improvements & Rationale for Action

The Business Administration Department continues to modify its existing course offerings to ensure student academic needs are being met, while at the same time preparing students for industry employment. During the past year, the Business Administration Department Coordinator, Dean, full-time faculty with concurrence from the Advisory Committee determined that the Marketing Research Certificate should be eliminated.

Results from Prior Program Reviews Physical Sciences & Engineering

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2015 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES

Program Identification Information

6-digit CIP	
Career Cluster Science, Technology, Engineering & Mathematics	
Career Pathway Physical Sciences & Engineering	
Program of Study Physical Sciences & Engineering	
Community College Program Title Physical Sciences & Engineering	Degree Type

Action

X Continued with minor improvements

Improvements & Rationale for Action

The Departments of Physical Sciences and Engineering continue to thrive and experience program growth, despite a trend of declining enrollment college-wide. The most dramatic increases have been seen in physics and engineering, supported by the Engineering Pathways program which also continues to grow.

Recruitment and retention efforts are working, particularly in engineering, where we have seen an increase in the number of students from underrepresented groups in the discipline, particularly women. Work is ongoing to solidify relationships with other campus programs such as the OneMillion Degrees Initiative and the Promise Program. Efforts to recruit students to become STEM teachers have been postponed to focus on other recruiting strategies.

The curriculum changes suggested in the five year unit plan are primarily on schedule as conceived. The Rock and Mineral survey course (GEO100) has been written and will proceed through the approval process in Fall 2015. The engineering circuits course (EGR110) was approved and successfully offered in Spring 2015. It is anticipated that action will be delayed on any physical science classes as there has been a decrease in demand for these topics; however, development work is still in progress to have the courses prepared for the approval process.

The departments have increased their efforts in course-level assessment. The Force Concept Inventory and Astronomy Diagnostic Tests continue to be used for benchmarking against national norms. The two physics courses emphasizing mechanics have completed 3 cycles of assessment for some of the course outcomes and at least one cycle for all other outcomes, including those related to laboratory skills. Starting in Fall 2015, all physics courses will be integrating course-level assessments for at least some, if not all, of the course outcomes. Work has begun to create assessments for all other courses.

Since the last review, two new full-time faculty members have been hired, one each in physics and engineering. Both started in Fall 2014. The request for an additional astronomy faculty member was denied, but the department will make the request again in Fall 2015. The request for a physical sciences faculty member with expertise in meteorology is currently on hold due to a decrease in student demand for courses in meteorology, climate, and other environmental issues.

Department members continue to be active in professional organizations at the local, state, and national level. This past March, Physics Northwest was held on our campus. We have also investigated hosting other local organizations and may do so in the future. Professional development is ongoing for all faculty and we have been able to maximize use of available funding to ensure that those taking graduate courses and attending national conferences have had full funding. Funding was also secured so that one faculty member could spend 4 weeks at a NASA research center in California as part of his sabbatical project.

Changes have been made to departmental facilities to accommodate new faculty and staff. Reconfiguration of the geology storage area and construction of a new office for the laboratory technicians is expected to be complete by the start of the Fall 2015 term. There have been significant upgrades to the Henize Observatory, providing a small "classroom" space and additional display areas. Discussion is in progress to create a native garden and outdoor geology display to landscape the area around the Observatory, creating an outdoor classroom for biology and geology students. A walking scale model of the solar system is in progress for installation across campus, beginning at the Observatory. Because the D-building is currently under construction, the department continues to monitor progress anticipating that the biology department will transfer classes out of Z102, leaving it available for conversion to a campus planetarium.

A campus grant was renewed for both 2014-2015 and 2015-2016 to support outreach efforts through the Observatory. Both the Cosmic Explorers and Astronomy Docents programs have been wildly successful. An outreach coordinator stipend has been paid through the grant and educational supplies purchased for programs for K-12 students at the Observatory.

Student groups have been very active within the Department which now hosts three separate student organizations: the Astronomy Club, the Harper Society of Engineers, and the Women in Science and Engineering Club. The Astronomy Club participated actively in Astronomy Day in May and also hosted a field trip to Yerkes Observatory. The Society of Engineers has the largest membership of the 3 clubs and worked on several projects including the fabrication of a small drone (quad-copter). The Women in Science and Engineering Club was formally recognized by the College in February and participated in several outreach events for younger students. The club also hosted a field trip to the Caterpillar facility in Aurora, IL.

The department's efforts to make best use of technology in the classroom are ongoing. Much of the equipment in the classrooms is reaching the end of its useful life, so effort has been placed on finding updated and more versatile and robust replacements rather than on developing labs and activities using the current equipment. All laboratory activities and demonstrations undergo annual review and revision.

Overall, the departments are thriving and making great strides to engage students in and out of the classroom and to use assessment to effectively gauge their performance and improve the department course offerings and teaching pedagogy.

Results from Prior Program Reviews Political Science

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2015 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

X Continued with minor improvements

Improvements & Rationale for Action

The Political Science Department continues to use Course Level Assessments in PSC 101 – American Politics and Government.

The department continues to focus on the CCSSE goals of (1) class presentations and (2) received prompt feedback (written or oral) from instructors on your performance.

PSC 280 – Non-Western Comparative Politics was developed as an online course.

The department continues to focus on diversity in its teaching faculty.

The department's faculty continue to pursue professional development through conferences and professional courses.

The department continues to serve as a leader in the field of social science through participation in the IAI and by annually hosting the ICSS conference at Harper.

The department has kept current in technology in and outside the classroom thorough the use of Blackboard and smart devices.

A two year grid for course offerings continues to be followed.

Results from Prior Program Reviews Psychology

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2015 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

X Continued with minor improvements

Improvements & Rationale for Action

<p>APA discontinued their Departmental Memberships so the department is no longer a member.</p> <p>Implement revised (2.0) APA guidelines for the undergraduate psychology major.</p> <p>Participate in 0 to 15 strategy team to improve completion rates in PSY101 with emphasis on topic of research methods.</p> <p>Developed, implemented, and revised assessment of research methods outcome in PSY101.</p> <p>Planned regular offering of PSY217 (spring and summer), PSY218 (fall and summer), and PSY220 (spring).</p> <p>Added service learning opportunities.</p> <p>Developed Child Psychology Honors course.</p>

Results from Prior Program Reviews Sociology

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2015 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

X Continued with minor improvements

Improvements & Rationale for Action

There have been no significant revisions to the program. The department offers online or blended versions of SOC101 (Introduction to Sociology), SOC120 (Family in Contemporary Society), SOC 205 (Social Problems), and SOC230 (Sex and Gender). The study-abroad section of SOC205 is running and students will travel to London for two weeks beginning in mid-May. Professor Gramlich's participation in the 2014 Faculty International Seminar to Uganda and Rwanda has resulted in the infusion of materials and data from the seminar into his SOC235 (Race and Ethnicity) course.

Results from Prior Program Reviews Speech

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2015 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES

Program Identification Information

6-digit CIP	
Career Cluster Arts, Audio/Video Technology and Communications	
Career Pathway Speech	
Program of Study Speech	
Community College Program Title Speech	Degree Type

Action

X Continued with minor improvements

Improvements & Rationale for Action

The speech department has added the following elements based on their goals and objectives as outlined in their last program review:

1. Added Mass Communication Courses and a full-time faculty to build contemporary mass communication program.
2. Began creating SPE courses aligned with specific professional coursework (i.e. Medical profession, Business).
3. Revised course outcomes for Basic Speech to better reflect best practices in Speech Education.
4. Put a common assessment in all SPE 101 courses to gather student assessment data and better align courses.

Part C: Program Review Schedule

Harper College, District #512, PQP/Program Review *Fiscal Year 2015*

	2015-2016 FY16	2016-2017 FY17	2017-2018 FY18	2018-2019 FY19	2019-2020 FY20
Across Divisions	Social and Behavioral Sciences	Written and Oral Communication	Mathematics	Physical and Life Sciences	Humanities and Fine Arts
Across Divisions	Transfer Functions and programs (AA, AS, AAT, AFA, AES, AGS)	General Education	Adult Ed and ESL	Remedial and Developmental	Vocational Skills
AEE			AED ESL/LINGUISTICS/IEP	DAS: READING (RDG) AND LEARNING SKILLS	
BUS/SS	ECONOMICS (ECO) HISTORY (HST) POLITICAL SCIENCE (PSC) PSYCHOLOGY (PSY) SOCIOLOGY (SOC) ANTRHOPOLOGY (ANT) GEOGRAPHY (GEG) EDUCATION (EDU) EARLY CHILDHOOD EDUCATION (ECE) 1907 PARAPROF EDUCATOR (PPE) 1315 ENTREPRENEURSHIP (MGT) 5207 HUMAN RESOURCE MGT (MGT) 5210		BUSINESS ADMINISTRATION 5202 BUS MANAGEMENT (MGT) 5202 E-COMMERCE (MGT) 5202	ACCOUNTING (ACC) 5203 FINANCIAL MGT (FIN) 5208	MARKETING (MKT) 5218 RETAIL MERCH (MKT) 5218 SALES MGT & DEV (MKT) 5218
CTP	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 PURCHASING (MGT) 5202	INTERIOR DESIGN (IND) 5004 HEATING, VENTILATION & AIR CONDITIONING (RAC) 4702 GRAPHIC ARTS TECH 5004	FASHION MERCH (FAS) 5219 HOSPITALITY (FSM) 5209 ALT ELEC ENERGY (ELT) 1505
HC	MEDICAL ASST (MOA) 5108 EMT (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	NURSING (ADN, PNC and CNA) 5138, 5139
LIB ARTS		SPEECH/THEATER (SPE) ENGLISH/LITERATURE (ENGLIT) MEDIA WRT/DESIGN (MCM) 0904 ONLINE COMM (MCM) 0907 PUBLIC RELATIONS (MCM) 0909	SIGN LANGUAGE INTERPRETING (ITP) 1616		ART/FINE ART (ART) HUMANITIES (HUM) MUSIC (MUS) PHILOSOPHY (PHI) SIGN LANGUAGE (SGN) WORLD LANGUAGES
Workforce Dev/CE				CONTINUING EDUCATION (CE) JOB PLACEMENT RES CTR	

Harper College, District #512, PQP/Program Review *Fiscal Year 2015*

MATH/SCI	KINESIOLOGY (KIN)		MATH (MTH)	BIOLOGY (BIO)	
	HEALTH EDUCATION (HED)		DEVELOPMENTAL MATH	CHEMISTRY (CHM)	
			COMPUTER SCIENCE (CSC)	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			
		EVENTS MGT			
STU DEVELOPMENT	CENTER FOR MULTICULTURAL LEARNING			CAREER DEV CENTER	STU DEV COURSES
	ACADEMIC ADVISING				
	PSYCHOLOGICAL SERVICES				
	ACCESS AND DISABILITY				
ENROLLMENT SERVICES	ASSESSMENT & TESTING CTR	ONE STOP	ADMISSIONS PROCESSING REGISTRATION & RECORDS	CENTER FOR NEW STUDENTS & ORIENTATION	FINANCIAL AID
			ADMISSIONS OUTREACH		
	FY16	FY17	FY18	FY19	FY20