Harper College
Program Review Report
August 2016 Submission to the
Illinois Community College Board

Harper College
1200 West Algonquin Road
Palatine, Illinois 60067-7398
Harper College Contact Information:

Sheryl Otto
Assistant Provost & Dean of Student Development
Phone: 847-925-6346
Fax: 847-925-6031
Email: sotto@harpercollege.edu

Harper College
District #512
1200 West Algonquin Road
Palatine, Illinois 60067-7398
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PART A: SUMMARIES
Career and Technical Program Review Report  
Early Childhood Education

College Name: William Rainey Harper College  
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2016  
Include all college programs on ICCB’s program review schedule for the year.

Program Identification Information

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

Action (ONE Action per template)

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

Improvements & Rationale for Action

2015-2016 has been another busy year for the Early Childhood Education Department. We implemented a curriculum philosophy change by adopting the High Scope methodology into the ECE department. Upon receiving a Resource for Excellence Grant, the ECE full-time and part-time faculty, as well as the Child Learning Center staff,
participated in a 2-day training in the fall and a 2-day training in the spring to learn the philosophy. The curriculum will launch in the fall of 2016.

Our Accreditation was up for reaccreditation this year. As a result, the self-study report was submitted in September 2015. Work also was underway during the fall and spring semesters to prepare for the site visit. We have focused on creating a conceptual framework through discussions with adjunct faculty and our career advisory board. The site visit concluded March 14-16, 2016 with a very positive feedback report. Full decision on reaccreditation will be shared with us in the fall 2016 semester.

The Assistant Teacher Certificate became the first ECE certificate to be offered at the Learning and Career Center (LCC) campus. We have worked tirelessly with the building architects and administrators to create a lab classroom in the LCC space for the 2015-2016 school year. A Perkins grant allowed us to purchase necessary furniture and instructional supplies to outfit the lab space. It will be up and running for the fall semester.

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

The ECE department submitted their annual Gateways Entitled Institution report in the spring. In accordance with the new changes to the Gateways credentials, we have worked on curriculum revisions to align with the requirements. As a result, we have added 2 courses – ECE 226 and ECE 252 to the Assistant Teacher Certificate. We have also deleted 3 courses from the Teacher Credential – ECE 209, ECE 111, ECE 291. In addition to these credential changes, we have deleted the Administrator Certificate and the Special Education Paraprofessional Certificate. We are going to look into the School Age and Youth Development Credential for our existing Before/After School Certificate.

We successfully offered the Family Child Care pilot this year. We had six students enroll in the Level 2 and three in the Level 3 credential.

A full-time faculty member serves on the ECE IAI Panel.

Additionally, the full-time faculty have continued work with district high school faculty to further the work with Dual Credit for ECE 101: Introduction to Early Childhood Education. A meeting was held in April 2016 to discuss the progress on the Gateways Level 1 Credential and changes to the ECE program and curriculum.

The full-time faculty 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 and two information sessions have been planned. They are hopeful to start a fall 2016 cohort.

The ECE department has hosted two professional development events. The ECE Symposium in spring 2016 in which 150 ECE professionals participated in workshops regarding enhancing quality care for young children. The High School Conference in fall 2015 only had about 60 participants. We will return to the spring offering in 2017.
One full-time faculty member serves as the advisor for the student organization, Student Education Association. The SEA hosted a “Celebrating Diversity in Education” event on April 26th, 2016.
Career and Technical Program Review Report  
Emergency Medical Technician

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<th>William Rainey Harper College</th>
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**SUMMARY REPORT OF REVIEW RESULTS**

**CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2016**
Include all college programs on ICCB’s program review schedule for the year.

**Program Identification Information**

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**Improvements & Rationale for Action**

Certificate was renamed from EMT Basic Certificate to Emergency Medical Technician Certificate. Credit hours were changed from 7 hours to 9 hours. The lecture/lab ratio/credit hours/course titles have been adjusted to account for the new National EMS Educational Standards.

EMS courses are being revised due to:

- Updating of our materials from the old DOT EMS Curriculum to the National EMS Education Standards
- Requirements of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoA)
- Updates to the Illinois EMS Act and Rules
Career and Technical Program Review Report
Entrepreneurship

**College Name:** William Rainey Harper College

**District Number:** 512

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**Community College Program Title**
Entrepreneurship

**Degree Type**
30 Cert

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**Improvements & Rationale for Action**

- Program started in Fall 2015 and has now graduated 4 students.

- New class, Strategic Writing for a Digital World, has been added as an elective to the certificate for Fall 2016 for marketing using social media.

- In summer 2016, the department will leverage its ties to the Small Business Development Center by establishing a Business Incubator for the entrepreneurship certificate/specialization program. Harper College received an angel grants gift from the community to be able to run business competitions and fund new student and community businesses.
Career and Technical Program Review Report
Human Resource Management

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**Improvements & Rationale for Action**

Updates to the HR Management Certificate: Aligned to concentration and MGT 265 HR Management course description and outcomes were updated.

Continue work on updating MGT 266 Wage Analysis and Administration course descriptions and outcomes. Fully online AAS-BA with Human Resources concentration is being developed.
## Career and Technical Program Review Report
### Human Services

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### Improvements & Rationale for Action

According to the state and national data for careers in Human Services, Social Work, Social Services, and Health Care-Social Assistance fields, there continues to be an increase in forecasted employment opportunities for Human Services-related careers. According to Harper data on fall and spring enrollment trends since 2010, there has been a steady increase in enrollment and completion. In comparison to Harper’s general enrollment trends, the Human Services program has continued to remain steady.

The HMS course schedule has been revised to enable day and evening options for the HMS 101, HMS 102 and HMS 121 students, and provide evening options for the upper level courses. The current course schedule will allow full-time students to complete the program within 2 academic years, and part-time students to complete the program within 4 years depending on continuity and summer course selections.
Harper’s Human Services Program’s unique and innovative qualities relate to the integrity of instruction and course design, the use of strategic partnerships to benefit the student experience, the diversity of our highly qualified practitioner-educators, and our community-based involvement.

In review of the Cost Analysis data, the Human Services program costs have remained steady. Increases in adjunct faculty hires occurred in FY13 and was expected. Salary costs increased accordingly. Costs associated with instructional materials and printing has decreased.

Goals for the next 5 years include:

- **Teaching, Student Service and Engagement:** Participate in ongoing assessment of culturally responsive pedagogy, research-based engagement practices, and HMS faculty community-building; actively recruit additional HMS faculty or Harper colleagues to collaborate on Faculty Advising of Human Services Club and organization of significant events.

- **Curriculum:** Address SOC and PSY required AAS courses (FY17); develop a study abroad Service Learning course for the HMS 101 and HMS 121 courses (FY 17-18); implement changes to provide a Domestic Violence/Sexual Abuse certification course in partnership with certification sites (FY 17-18); develop a Special Topics course to complement Generalist curriculum (FY 17-18).

- **Further development of infrastructure within program:** Marketing plan (Fall 2016), Program Handbook (Fall 2016), Community Relations/communication (Pilot Fall 2016), Transfer agreements (ongoing), Annual Events, Faculty community (ongoing), Alumni.

- **Increase quality strategic partners:** for development of industry-based training/certification programs, co-sponsorship for Harper-based Community Education and Professional Development programs, increased opportunities for student experiences (assignments, service learning, internships, employment).

- **Conduct Accreditation process in accordance with the National Organization for Human Services and the Council for Standards in Human Services Education.**
Career and Technical Program Review Report
Manufacturing Basic

**College Name:** William Rainey Harper College

**District Number:** 512

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**Improvements & Rationale for Action**

The Manufacturing Basic Certificate is being discontinued due to the addition of the Welding Technology Program and the Advanced Manufacturing Program. This basic certificate has been enhanced within Welding and Advanced Manufacturing certificates which now offer a robust set of courses that provide skills specific to Welding and Manufacturing.
Career and Technical Program Review Report
Medical Assistant

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Improvements & Rationale for Action

The Medical Assistant Certificate program participated in a reaccreditation site visit in June 2015. During this visit the program was reviewed in its entirety. This included all core competencies, textbooks, faculty credentials, exams, educational materials, supplies, etc. As a result of this visit, the Medical Assistant program was placed on a temporary accreditation probation status. Throughout this year work has been completed to revise the program and all program curriculum. Courses lacking any core competency requirements were removed from the program curriculum and the development of a Certified Medical Assistant (CMA) Review course was added to the curriculum. These actions improve both the cost-effectiveness of the program and the quality of the program. There is still ongoing work to meet all competencies for probation requirements and to continue programmatic improvements.
SUMMARY REPORT OF REVIEW RESULTS

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Career Cluster
Education & Training

Career Pathway
Teaching/Training

Program of Study
Paraprofessional Educator

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Improvements & Rationale for Action

Based upon the results of the Education Program Survey that was distributed to students during fall 2015, 15% of students indicated their area of study was either the Paraprofessional Certificate or AAS degree. Thus, it is imperative that the Education department continue to meet the growing demands of our students who have enrolled in these two career programs. In addition, many school districts have “Grow Your Own” programs, such as local School District 59, who look to hire full-time teachers from their paraprofessional pool. This can be a lucrative option for Harper College graduates who may decide to go back to school to pursue full teaching credentials after working for a number of years in a classroom as a paraprofessional. According to the Bureau of Labor Statistics, employment of paraprofessionals is projected to grow 6 percent from 2014 to 2024, about as fast as the average for all occupations. Growth is expected to result from increases in student enrollment and classroom size as well as continued demand for special education services.

Students who complete the Paraprofessional Certificate program can easily continue on in the AAS degree program. All courses in the Certificate program have been articulated with individual universities, thus they are accepted in transfer if students chooses to pursue a Bachelor’s degree at
The additional courses that students take as part of the AAS degree are general education courses as well as articulated transfer electives.

The Education department has become more intentional in scheduling of classes and has begun utilizing a two-year plan for scheduling purposes. This strategy has helped the department to increase the fill rate and decrease the cancellation rate of courses. The decrease in sections offered has helped to lower faculty expenses. The Education department provides the Academic Advising and Counseling Department with an updated two-year plan each semester so students are able to schedule their courses accordingly. Currently, one of the required courses is only offered once every two years and one course is only offered once every year. This information is clearly identified on the two-year plan. In addition, the information is included in the joint EDU/ECE Newsletter, which is provided to all Education and Early Childhood Education students during both Fall and Spring semesters. Blackboard announcements and flyers are also distributed each semester to students in all EDU classes so that they can plan their schedules accordingly. In addition, it is recommended that students pursuing either the Paraprofessional Certificate or AAS degree take EDU 202 during their final semester at Harper. Because this is an observation course, it provides students with the opportunity to network within a local school/district prior to beginning their job search upon completion of the program.

Since the last program review, the department has instituted a required e-portfolio. Being conscious of the financial constraints of community college students, students utilize Google sites to create their e-portfolio. Graduates of the Paraprofessional Program can share this portfolio during job interviews. Since authentic assessments are built into all of the Education department courses, students will have artifacts in the portfolio that show their ability to provide instructional support to K – 12 students.

Students in the Paraprofessional Program have the opportunity to fulfill their clinical component as part of the Harper College Mentor Program. As a participant in this program, Harper students are provided with the opportunity to assist children within a local school who are in need of social/emotional support, instructional support, learning/attendance strategies, and/or educational assistance. Elementary classroom teachers who host Harper students encourage the college student to become a participating member of the classroom environment. This experiential opportunity provides the Paraprofessional Program student with valuable hands-on learning.

The Education department is planning on making some improvements to the program in the near future. Curriculum revisions include adding 2-3 additional Early Child Education elective courses to the AAS degree program to prepare the paraprofessional to find work in an early elementary school classroom. In addition, the two-year plan will be revised to include MTH 130 and LIT 219 since those are required courses in both the Certificate and AAS degree programs.

Finally, the Education department will continue to increase school sites under the Mentor program, specifically focusing upon diverse student populations. This will be an ongoing goal. Increased partnerships with area schools/districts regarding clinical placements will also be stressed to provide the Paraprofessional Certificate and Degree students with the most beneficial hands-on clinical experiences.
Harper College Academic Discipline Review
Anthropology

| Discipline Area | Anthropology |

**SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2016**

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

**Improvements & Rationale for Action**

The trend for enrollment over the past five years for both Anthropology and Sociology has been a decline in demand, matching a decline in enrollments for the College overall, following the peak years of 2010 and 2011. Overall, so long as the College remains strong in providing transfer credits and so long as social science education is a featured component of certificate programs, the demand for courses in both Anthropology and Sociology should remain healthy, even if somewhat diminished.

A review of section fill rates and cancellation reports has led to the decision to remove a number of courses from the catalog including ANT208 (Archeology of the Near East), ANT209 (Anthropological Theory), ANT210 (Cultural Ecology), and SOC120 (Social Institutions). All four of these are non-IAI courses. The remaining courses are needed and applicable, but in some cases are now being offered less frequently in response to declining enrollment.

Course sections are now being offered at appropriate times, days, and modalities. In some cases, low-enrollment courses are offered once per academic year, including ANT203 (Native Americans), ANT207 (Ancient Civilizations of Mexico and Central America), and SOC215 (Introduction to Social Psychology).

Core courses in both disciplines—ANT101 (Introduction to Anthropology), ANT202 (Cultural Anthropology), SOC101 (Introduction to Sociology)—are offered in all semesters in both days and evenings. Additionally, SOC101 is offered on Saturdays, online, and has been taught as an Honors course as well as in a Learning Community. Both ANT101 and ANT202 have also been taught as Honors classes. Both ANT101 and SOC101 are offered as late-start classes. Late-start sections of SOC101 are offered both face-to-face and online.

Neither Anthropology nor Sociology have a specific course sequence, but courses are offered in such a manner and in sufficient variations of time and modality that a student interested in pursuing study in either field will be able to progress through the introductory courses to more advanced/specialized courses with little to no difficulty.

In Sociology, SOC205-S65 (Social Problems in Chicago and London) has been designed to allow students to travel abroad and conduct comparative field work in both Chicago and London. In Anthropology, the faculty continue to promote summer archeology programs in which students can
engage in experiential learning at actual dig sites in the state.

Faculty in both Anthropology and Sociology participated in the Harper College Faculty International Seminar in Uganda and Rwanda in the summer of 2014. Materials and experiences from that course have been integrated into the classroom.

The Department plans on addressing a lack of integration of the part-time faculty through the implementation of more intentional strategies. Currently, those strategies include a more robust effort during Fall and Spring Orientation, a more creative use of the Departmental faculty Blackboard site, and reciprocal classroom observations so innovative and different teaching styles can be modeled and discussed. Over the coming summer and fall semesters, additional Departmental collaboration will be geared toward adding to these ideas.
Harper College Academic Discipline Review
Economics

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**SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2016**

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

<table>
<thead>
<tr>
<th>Discipline Area</th>
<th>Economics</th>
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**Improvements & Rationale for Action**

In the last 10 years (FY06 to FY15) enrollment in Harper’s ECO courses was fluctuating for many other reasons including economic recession nationwide and rising cost of education. In 2011, we started showing some increase. Where the overall enrollment in Harper College has been a 3% decrease in 10 years, the enrollment increase in the ECO department was 13.2%. Since economics courses are required by many majors, we do not anticipate any decrease in enrollment and at the same time we expect to see only moderate increase in the next 3-5 years.

**COST EFFECTIVENESS**

The overall result is an increase in the department surplus from $336,703 in 2010-2011 to $480,646 in 2014-2015, leaving us with 42.8% surplus increase.

The Economics department is very conscious in maintaining the low cost measures. We have been careful to reduce the cost of printing by assuring that most printing requests are done at the printing center. Our printing cost went down from $3,376 in 2010-2011 to $2,529 in 2014-2015. Our department advocates “Go Green” policy extensively. All are encouraged to use Blackboard to post course content and other related materials. With the help of Blackboard tech support and CII, our faculty are trained well in this platform.

Additionally, our department has introduced more blended and online classes which not only appeals to the diverse student population but also reduces overhead and other maintenance costs to the institution.

Our full-time and part-time faculty ratio is very well maintained to serve the students. The department has 3 full-time and 7 part-time faculty and faced very few cancellations (9% in 2015).

**IMPROVEMENTS IN THE PAST 5 YEARS**

Within the past 5 years our department experimented with “Standardization and uniform approach to learning with innovative practices.”

Dr. Begashaw introduced course and departmental exam-standardization in ECO 211 and ECO 212 to bring uniformity in teaching materials and student evaluation regardless of who the instructor
may be. It was also designed to control grade inflation in the department that was observed over the period of time. The grade distribution was consistent for the past 5 years. Standardization allows the department to focus on more innovative teaching such as flipped class, concept mapping, critical thinking to name a few, than just preparing the students for exams.

**PLANNED IMPROVEMENTS**

The current Department Chair would like to review ECO 200 in order to have the course meet the Diversity and World Cultures requirement. In that same context, the department will work on evaluating ECO 211 and 212 to see if these can also address the Diversity and World Cultures requirement. The department would like to reorganize the course outline for ECO 211 and ECO 212 to address the global economic changes.

Our department prides itself on being one of the most resourceful and is of low maintenance cost. We continue to follow the best practice possible to reduce the cost without compromising the quality service provided to our student community.

Our department will explore the possibilities of introducing math proficiency as a pre requisite.

During this review time, no changes to articulation were made.
SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2016

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

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<th>Education</th>
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Improvements & Rationale for Action

Research indicates that statewide there has been a decrease in the number of students pursuing teaching as a career. While public universities have identified a 37% decline in enrollment, Harper’s Education department has only experienced a 16% decline in FTE. During the same time period, Harper College overall has experienced a similar decline of 14% in FTE. As a result of the decrease in enrollment, the Education department has become more intentional in scheduling of classes and has begun utilizing a two-year plan for scheduling purposes. This strategy has helped the department to increase the fill rate and decrease the cancellation rate of courses. The decrease in sections offered has helped to lower faculty expenses. In addition, all Education faculty members utilize Blackboard for their courses; thus printing costs have decreased as well.

Since the last program review, all Education courses have been aligned to the 2013 Illinois Professional Teaching Standards. In addition, standardized course assessments have been revised to meet the standards as well. The department has instituted a required e-portfolio. Being conscious of the financial constraints of community college students, students utilize google sites to create their e-portfolio. Additionally, the Education department adopted a policy that requires all students to have a Background check completed prior to beginning the clinical requirement that is embedded in many of the Education courses. One new course was developed, EDU 999 – Preparing for the Tap. This course has been designed to help students to identify their strengths and weaknesses as pertain to the Test of Academic Proficiency. This is not a test prep course but a course designed to provide students with resources to help them to increase their knowledge and skills in content areas where they have identified deficiencies and to help them to become accustomed to the online format of the TAP.

With the dissolution of the AATs, it is anticipated that the IAI panel for Education will be reinstated within the next five years. Once that happens, courses will need to be revised and submitted for approval. Until that time, the department is working to develop an experience that will be most worthwhile for Education students to complete their Academic Plan with a counselor. This may be a stand-alone experience or it may be embedded into an existing course. Currently, the Education department is exploring a number of different options regarding this experience. Either way, the Academic Plan will be essential for students so they enroll in the appropriate courses that are required by their desired transfer institution. It should be noted that the IAI panel for Early Childhood Education has already been reinstated. EDU 219 will be revised and submitted for approval.
Current Articulation agreements include Special Electives as part of the graduation requirement. Now that Harper has removed the Special Electives designation and streamlined electives into a Transfer Elective category, these articulation agreements and transfer guides will need to be revised. With universities going through re-design of their programs, continued work on creating updated articulation agreements is a priority.

Finally, the Education department will continue to increase school sites under the Mentor program, specifically focusing upon diverse student populations. This will be an ongoing goal. Increased partnerships with area schools/districts regarding clinical placements will also be stressed. Regular communication with area districts remains a priority, especially since district requirements for observation students continue to evolve. The Education department remains committed to providing Harper students with the most up-to-date information regarding district requirements as they pertain to the required observation/clinical component that is embedded into many of the Education department courses.
Harper College Academic Discipline Review
Geography

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<th>College Name: William Rainey Harper College</th>
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<tr>
<td>District Number: 512</td>
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SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2016

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

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<tr>
<th>Discipline Area</th>
<th>Geography</th>
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Improvements & Rationale for Action

The Geography Department presently offers eleven courses. These courses are either transfer courses that are part of the IAI articulation initiative such as GEG100, 101, 103, 104, 111 and 112, or CTE courses for the GIS (Geographic Information Systems) Certificate. GEG courses that fall under Career and Technical Education, as part of the GIS Certificate are: GEG 150: GIS and Mapping Principles, GEG 151: Geographic Information Systems I, GEG 152: Geographic Information Systems II, and GEG 153: Applications for GIS. The following courses qualify for Harper’s World Cultures and Diversity Requirement: GEG 100, GEG 101, GEG 103, and GEG 104.

Since the last GEG review, overall annual fill rates range from 77% to 95% during the review period, and show that the department’s course offerings are responsive to the transfer, career, and other educational needs of Harper students.

In the next five years, the Geography Department is planning on:

- Developing all GIS classes on-line.
- Developing GEG112 on-line.
- Offering GEG104 blended and on-line, 8 weeks.
- Offering GEG100 on-line, 8 weeks.

The Geography Department expects an increase in demand for the GIS certificate that was launched in Fall 2015. The department’s goal is to offer all GIS courses on-line to increase the demand and enrollment for the certificate. The Department also plans to examine and revise all the Department course outlines to match student outcomes. Additionally, the department is working on the standardization of all geography courses.

The Department will continue to promote geographic education with interactive display tables during the annual Geography Awareness Week (GAW), a nationally recognized educational event. During GAW, students learn about course offerings, the value of geographic literacy, and they have the opportunity to test their US and world geographic knowledge.

The Department has made a conscious effort to promote the awareness and use of GIS technology among faculty through workshops and a graduate course called “Teaching with Geospatial Technologies.” In the foreseeable future, the Department plans to continue offering workshops and the graduate course for staff members and faculty at Harper.
Since the last GEG review, the Department commissioned the development of an internal Physical Geography laboratory manual to try to overcome weaknesses in the previous lab manual that the Department used from the textbook publisher.

In the last five years the Department has made changes to outcomes for the following programs/courses:

- **GEG 111 (Physical Geography):** The topical outline was revised to match the pertinent issues in the discipline, such as climate change, human impact on the environment, and the growing use of renewable energy. The outcomes were then likewise revised to match the revised topical outline and drive instruction beyond the lowest tiers of Bloom’s Taxonomy of Learning, especially as regards defining and remembering terms.

- **GIS Program:** Course outlines were developed for the new courses (GEG 150, GEG 153) and revised for existing courses (GEG 151, GEG 152). The development of the GIS course outlines was influenced by: ICCB guidelines, Curriculum Committee requirements, input from a GIS advisory committee (made up of GIS managers from the public and private sector), and a nationally recognized competency model for GIS certificate development.

- **Both full-time geography faculty members have developed successful learning communities with the English and Political Science Departments. Both full timers have also developed programs for the Harper’s honors program including two study abroad programs to Argentina and Zimbabwe.**

Goals and Activities for the next 5 years:

<table>
<thead>
<tr>
<th>Goals and Activities</th>
<th>Timeline</th>
<th>Resource Implications (if applicable)</th>
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<tbody>
<tr>
<td>Standardization of GEG 100, 103, 104</td>
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<tr>
<td>Review of GEG 112 Outcomes</td>
<td>2016-2017</td>
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<tr>
<td>Dual Credit implementation for GEG 150</td>
<td>2016-2017</td>
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<tr>
<td>Inclusion of GIS as an elective in applicable certificates and majors</td>
<td>2016-2020</td>
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<tr>
<td>Revised GEG 112 laboratory manual</td>
<td>2017-2018</td>
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<tr>
<td>Establish GIS cohort in Harper’s Fast Track Program</td>
<td>2017-2018</td>
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</tr>
<tr>
<td>Establish GIS internship program</td>
<td>2017-2018</td>
<td></td>
</tr>
<tr>
<td>GIS curriculum review</td>
<td>2018-2019</td>
<td></td>
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<tr>
<td>Expand Physical Geography storage area</td>
<td>2018-2019</td>
<td>• Additional floor space</td>
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<td></td>
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<td>• Additional shelving</td>
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<tr>
<td></td>
<td></td>
<td>• Carts and storage bins</td>
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<tr>
<td>GIS instructional laboratory</td>
<td>2019-2020</td>
<td>• Classroom</td>
</tr>
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<td></td>
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<td>• IT infrastructure</td>
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<td></td>
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<td>• Computers/Printer</td>
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<td>• Furniture</td>
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<td>• Learning accessories</td>
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Harper College Academic Discipline Review
Health Education

**SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2016**

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

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<tr>
<th>Discipline Area</th>
<th>Health Education</th>
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**Improvements & Rationale for Action**

The primary goal of the Department of Kinesiology and Health Education is to provide curriculum to transfer to four-year universities. Enrollment in HED (Health Education) courses has remained steady and have mirrored enrollment trends college wide.

The department name has changed from the Physical Education Department to the Department of Kinesiology and Health Education. This change was made to help students identify KIN or HED courses more easily. This change is also aligned with several local four-year institutions.

Two courses in the Health Education catalogue were added as an option to satisfy the Diversity and World Cultures requirement (HED 201: Drugs in our Culture & HED 204: Women’s Health).

An academic transfer plan was created for the field of Public Health. This plan serves as a guide for students who wish to transfer to a four-year institution and pursue a B.S. in Public Health. Since the last program review, Community Health (HED 203) was reintroduced and has gained popularity. It is currently being run once a year as an online course. HED 203 is included in the Community Health Worker certificate as a required course.

Current 2 + 2 agreements in Health Education have been made with Eastern Illinois University (Pending) and Southern Illinois University. A DAPP (DePaul’s Admission Partnership Program) has been signed and was effective Fall 2015.

We have lost a faculty position in 2015, thus our department’s costs have decreased. We are in the process of hiring for a retiree. Over the past five years, we have worked to reduce printing costs by placing more items on Blackboard.

The building that houses our program (M-building) has been slated for a remodel. A few task forces were created to address the future of the M building. Faculty from KIN/HED were invited to serve on those task forces. As we enter the next phrase of building design, we have been told there will be faculty input in the academic design of the building. The hope is to have a space designed not only to support our academic program, but to help us strengthen our programs. Some of the proposed changes over the next five years include: creating a Men’s Health course and work on creating more transfer agreements in the areas of Health Education and Public Health with our neighboring institutions.
Harper College Academic Discipline Review

History

| College Name: | William Rainey Harper College |
| Dist. Number: | 512 |

SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2016

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

| Discipline Area | History |

Improvements & Rationale for Action

The 2011 - 2016 Program Review found that the enrollments in History and Political Science are stabilizing and increasing. The Fall 2016, Spring 2016 and Summer 2016 indicated increased enrollments. The student profile remained the same. Students enroll in History and Political Science courses to fulfill a General Education requirement or to begin a major in History or Political Science. Current course offerings are necessary to meet the needs of students to transfer to 4-year institutions. Both departments offer a variety of 100 and 200 level courses in different formats to meet student needs, increase student retention and completion.

Both programs are cost effective and produce surplus revenue for the College. The quality of the faculty and program offerings is outstanding. Faculty members are engaged in the teaching and learning process.

The strengths, weaknesses, opportunities and threats analysis has been completed and will be used to improve both program areas in the next 5 years.

Both departments have been actively involved in the course level General Education Assessment plan at the College.

A Unit plan for the next 5 years has been developed and will be implemented the fall semester, 2016.

Summary - goals achieved Program Review, 2010-2015

1. Continued and expanded History Academy
2. Introduced Supplemental Instruction into the classrooms
3. Developed General Education course level assessments
4. Implemented Professional Development and In-Service programs
5. Expanded pool of adjunct instructors
6. Offered topic courses
7. Increased cost effectiveness of both departments
8. Developed and implemented extra-curricular activities
9. Actively participated in College-wide open houses
10. Maintained high level of instruction in the classroom
11. Developed and implemented online blended courses
12. Published academic History readers of primary documents
13. Created partnerships and internships with other academic institutions and the community
14. Added technology to the classroom
15. Created programs for seniors and special needs students
16. Developed and implemented strategies to reduce dropouts and D's, W's and F's

Our goals for the 2016-2017 academic year include:

1. Offering one new topics course
2. Tracking dropout and withdrawal rates
3. Establishing interventions to diminish dropouts and withdrawals
4. Actively participate in the General Education outcome assessments
5. Re-organize Departmental teaching materials in storage based on loss of classrooms and Departmental storage
6. Maintain a pool of adjuncts
7. Explore possible study abroad programs and study tours
8. Arrange for internship opportunities for students in both departments
Harper College Academic Discipline Review
Kinesiology

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<th>Discipline Area</th>
<th>Kinesiology</th>
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**SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2016**

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

**Improvements & Rationale for Action**

The primary goal of our program is to provide Kinesiology and Health Education students with the necessary curriculum to transfer to four-year institutions for the completion of a baccalaureate degree.

After reviewing the trends and changes over the last 5 years we have designated priorities to meet the challenges of the future.

There have been changes to our departments (KIN/HED) which we believe will result in the increase of enrollment for the next 5 years. The National Movement for Preventative Care has seen a demand of jobs in the health care fields. Personal training, wellness coaching, health education, community health, group fitness, senior fitness continues to require professionals to address these demands by educated professionals.

Academic programming in the area of sports management (coaching, officiating, athletic training) needs to be addressed to help fulfill positions in the field. Colleges are being asked to meet this growing need for professionals.

Development of a stackable personal training certificate will be added as an expansion to the personal training courses we offer presently. This program was recommended by our visiting consultant.

Students pursuing personal training certificate will be advised to take a variety of activity courses to prepare them for the use of different modalities when working with their clients. Basic weight training, resistance training, water exercise, group exercise, and mind body classes are examples, so they can utilize these various exercise modalities when training their clients.

A new Physical Therapy degree is set to begin in Fall 2017. Within this degree, two of our courses (KIN 230 and 231) are required to fulfill the program requirements.

Development of a coaching certificate will require methods classes such as baseball and track and field which are currently connected to Coaching Methods and Care and Prevention class. These classes are recognized by the American Sport Education Program (ASEP) which enables students to
be hired as coaches in high schools and recreational settings. Sport Psychology and Sociology of Sport, Sports Nutrition will be included in the certificate program.

In light of the lack of qualified officials in various formal and recreational sports, offering a stackable certificate will be investigated.

In order to stay consistent with our area 4-year colleges, we plan on continuing to offer traditional dance classes (ballet, modern, jazz and hip hop).

Although we no longer have a special elective category, we recognize that wellness promotion is vital to the health and wellness of the college. We will continue to offer Nutrition and Exercise, Wellness for Life and First Aid which also transfer as an elective or directly into major programs.

Building M is on the schedule for remodeling. A few task forces were created to address the future of M building. Faculty from KIN/HED were invited to serve on those task forces. As we enter the next phase on building design, we have been told KIN/HED faculty will be involved in the academic planning for the building design. Because of our plans to create a personal training certificate of completion, coaching certification, and other new programs, it is vital that we have input into the process.

Since the last program review, sample transfer plans were created for Kinesiology (Exercise Science/Personal Training, Teaching Physical Education/Coaching, and Sports Management).

Sport Psychology and Sociology of Sport, Sports Nutrition, and Women’s Health were new courses created over the past five years to expand the health curriculum and the sports management.

All courses were evaluated and updated. Some of our activity classes have been reduced in response to changing interests by our students.

In summary, the program plan was completed using our current building facility. With the exception of equipment replacement, and storage, there would not need to be additional costs. Regarding personnel, there would be a need to have a qualified faculty member with certifications in personal training/wellness and a faculty member who has a Kinesiology degree for the methods classes.
Harper College Academic Discipline Review  
Political Science

**College Name:** William Rainey Harper College  
**District Number:** 512

**SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2016**

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

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**Improvements & Rationale for Action**

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Both programs are cost effective and produce surplus revenue for the College. The quality of the faculty and program offerings are outstanding. Faculty members are engaged in the teaching and learning process.

The strengths, weaknesses, opportunities and threats analysis has been completed and will be used to improve both program areas in the next 5 years.

Both departments have been actively involved in the course level General Education Assessment plan at the College.

A Unit plan for the next 5 years has been developed and will be implemented the fall semester, 2016.

Summary - goals achieved Program Review, 2010-2015

17. Continued and expanded History Academy  
18. Introduced Supplemental Instruction into the classrooms  
19. Developed General Education course level assessments  
20. Implemented Professional Development and In-Service programs  
21. Expanded pool of adjunct instructors  
22. Offered topic courses  
23. Increased cost effectiveness of both departments  
24. Developed and implemented extra-curricular activities  
25. Actively participated in College-wide open houses  
26. Maintained high level of instruction in the classroom
27. Developed and implemented online blended courses
28. Published academic History readers of primary documents
29. Created partnerships and internships with other academic institutions and the community
30. Added technology to the classroom
31. Created programs for seniors and special needs students
32. Developed and implemented strategies to reduce dropouts and D's, W's and F's

Our goals for the 2016-2017 academic year include:

9. Offering one new topics course
10. Tracking dropout and withdrawal rates
11. Establishing interventions to diminish dropouts and withdrawals
12. Actively participate in the General Education outcome assessments
13. Re-organize Departmental teaching materials in storage based on loss of classrooms and Departmental storage
14. Maintain a pool of adjuncts
15. Explore possible study abroad programs and study tours
16. Arrange for internship opportunities for students in both departments
Harper College Academic Discipline Review
Psychology

**College Name:** William Rainey Harper College

**District Number:** 512

**Summary Report of Review Results for Academic Disciplines Reviewed in Academic Year 2016**

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

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<th>Discipline Area</th>
<th>Psychology</th>
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**Improvements & Rationale for Action**

The department expects demand for Psychology courses to remain strong. Introduction to Psychology continues to be one of the most heavily enrolled courses on campus, as it fulfills graduation requirements for both the A.A. and the A.S. The department’s 200-level courses continue to be enrolled by students with a wide range of goals, including (but not limited to) fulfillment of a Psychology major. All 200-level courses provide a foundation for transfer to psychology programs at four-year institutions. In addition, formal and/or customized articulation agreements for Psychology exist with Argosy University, Elmhurst College, Governor’s State, Iowa State, and Roosevelt University.

In spite of enrollment declines and increases in personnel expenditures, the Department has produced a financial surplus in the range $905,000 to $1,085,000 for the five-year period.

The department updated the course descriptions for all 11 courses and processed them through the Curriculum Committee.

The department is developing an agreement with Argosy for AA in Psychology degree at Harper to BA in Psychology at Argosy that will lead to an MA. The department would like to investigate reactivation of the agreements with Roosevelt.
SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2016

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

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<th>Social and Behavioral Sciences</th>
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Improvements & Rationale for Action

Offerings in Social Sciences at Harper College include courses and courses of study in the following disciplines: Anthropology, Early Childhood Education, Economics, Education, Geography, History, Political Science, Psychology, and Sociology. Courses in the Social and Behavioral Sciences are populated by students interested in General Education coursework and students pursuing specialized study in one or more of these fields. Both populations of students are served by a wide array of courses; allowing students to complete their General Education requirements while also preparing them to transfer or for their careers.

In order to insure that course activities are aligned with course outcomes, faculty in the Social Sciences have worked with the staff in the Office of Outcomes Assessment to design common classroom-based assessments. Several departments in the Social Sciences, including Economics, Geography, Education, and Psychology, use common assessments and/or have completely standardized their courses to ensure that the course outcomes are being met. In the years since the last program review, all Social Science Departments have significantly engaged in meaningful course-level assessment.

Faculty in the Social Sciences recognize the importance of IAI numbers in the successful transfer of students. Majority of the course offerings in the Social Sciences have an IAI designation.

Over the last five years, the Social Science departments have seen a significant overall decrease in enrollment. From FY 2012 to FY 2016 our headcount has decreased 17.4% while our FTE has decreased 19.9%. Although the College has also seen a decline in enrollments in the last five years, the Social Science division has seen a larger decrease when compared to the overall College enrollment. In order to address these drops in enrollment, faculty have been working to make sure that they are offering IAI classes for students and that the courses are scheduled properly to ensure high fill rates and low cancellation rates.

The departments that offer Social Science 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 to Increase Student Success and Retention.**
   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. The administration has worked to increase training for faculty leaders in the area of outcomes assessment and student success measures.

2. **Continue to Participate in Professional Development Opportunities**

   Harper has successfully implemented programs that offer professional development that cross disciplines. Harper is fortunate to have the resources the Academy for Teaching Excellence (ATE). This campus resource provides rich opportunities for sustained attention to teaching. Faculty in Social Sciences 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.

3. **Improve Student Success in Social Science Courses**

   The College has identified several Social Sciences courses, including Introduction to Psychology, Microeconomics, Introduction to Sociology, And History; The American Experience as courses that are enrolled by students during their first 15 credit hours of college. These courses also see low success rates for students compared to other courses. The Social Sciences will continue to work on ways to implement new strategies to improve student success including adding Supplemental Instructors, standardization and communicating learning outcomes to all full and part time faculty and through adding First Year Seminar department specific courses.
Harper College Cross Academic Discipline Review
Sociology

**SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2016**

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

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<th>Discipline Area</th>
<th>Sociology</th>
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**Improvements & Rationale for Action**

The trend for enrollment over the past five years for both Anthropology and Sociology has been a decline in demand, matching a decline in enrollments for the College overall, following the peak years of 2010 and 2011. Overall, so long as the College remains strong in providing transfer credits and so long as social science education is a featured component of certificate programs, the demand for courses in both Anthropology and Sociology should remain healthy, even if somewhat diminished.

A review of section fill rates and cancellation reports has led to the decision to remove a number of courses from the catalog including ANT208 (Archeology of the Near East), ANT209 (Anthropological Theory), ANT210 (Cultural Ecology), and SOC120 (Social Institutions). All four of these are non-IAI courses. The remaining courses are needed and applicable, but in some cases are now being offered less frequently in response to declining enrollment.

Course sections are now being offered at appropriate times, days, and modalities. In some cases, low-enrollment courses are offered once per academic year, including ANT203 (Native Americans), ANT207 (Ancient Civilizations of Mexico and Central America), and SOC215 (Introduction to Social Psychology).

Core courses in both disciplines—ANT101 (Introduction to Anthropology), ANT202 (Cultural Anthropology), SOC101 (Introduction to Sociology)—are offered in all semesters in both days and evenings. Additionally, SOC101 is offered on Saturdays, online, and has been taught as an Honors course as well as in a Learning Community. Both ANT101 and ANT202 have also been taught as Honors classes. Both ANT101 and SOC101 are offered as late-start classes. Late-start sections of SOC101 are offered both face-to-face and online.

Neither Anthropology nor Sociology have a specific course sequence, but courses are offered in such a manner and in sufficient variations of time and modality that a student interested in pursuing study in either field will be able to progress through the introductory courses to more advanced/specialized courses with little to no difficulty.

In Sociology, SOC205-S65 (Social Problems in Chicago and London) has been designed to allow students to travel abroad and conduct comparative field work in both Chicago and London. In Anthropology, the faculty continue to promote summer archeology programs in which students can engage in experiential learning at actual dig sites in the state.
Faculty in both Anthropology and Sociology participated in the Harper College Faculty International Seminar in Uganda and Rwanda in the summer of 2014. Materials and experiences from that course have been integrated into the classroom.

The Department plans on addressing a lack of integration of the part-time faculty through the implementation of more intentional strategies. Currently, those strategies include a more robust effort during Fall and Spring Orientation, a more creative use of the Departmental faculty Blackboard site, and reciprocal classroom observations so innovative and different teaching styles can be modeled and discussed. Over the coming summer and fall semesters, additional Departmental collaboration will be geared toward adding to these ideas.
SUMMARY REPORT OF REVIEW RESULTS – CROSS-DISCIPLINARY PROGRAMS REVIEWED IN ACADEMIC YEAR 2016

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

<table>
<thead>
<tr>
<th>Cross-Disciplinary Program</th>
<th>Transfer Programs and Functions</th>
</tr>
</thead>
</table>

Improvements or Rationale for Action

A foundational mission of Harper College is the provision of plans of study that will allow students to complete the first two years of a baccalaureate degree before transferring to an institution that grants Bachelor’s Degrees. Harper College participates in the Illinois Articulation Initiative which facilitates transferability to Illinois colleges. Students are permitted to transfer the IAI General Education Core Curriculum to all participating institutions without loss of credit. This curriculum includes coursework in communications, mathematics, humanities and fine arts, life and physical sciences, and social and behavioral sciences. Students take between 31 and 41 (lower limit has been established at 31 for the AS) courses in these areas and fill out the remainder of their 60 credit associate’s degree from a wide variety of course offerings. While participating institutions will grant automatic junior standing upon presentation of an associate degree, students may need to complete additional requirements for some majors. Harper counselors and advisors apprise students of the requirements for our largest sender institutions and assist students in collecting information about any college of which they have interest. In most cases, students are best served by earning the Associate in Arts, Associate in Science, Associate in Fine Arts (art or music) or Associate in Engineering Science before they transfer. The following document details the requirements and purposes behind the various Associate’s Degrees offered at Harper, looks at the degrees earned by number, examines the transfer institutions to which Harper students most frequently transfer, and looks at graduate survey data.

Associate Degrees

Transfer degree plans are designed to fulfill students’ general education outcomes as well as offer flexibility and choice so that students can explore a wide variety of disciplines. (The exceptions to this are the AS and AES which do not satisfy the GECC because of the uniqueness of their design. In summary, students must take complete sets of required science or engineering courses at Harper in order to best facilitate Junior Standing when a student transfers. Thus, some of the GECC requirements are met at the sender institutions in the student’s Junior or Senior year.) Students are required to take courses from a diverse offering of classes, even as they are able to concentrate on a single discipline if they so choose. Harper College places a high value on learning outcomes that include diversity, so every Harper student completing a transfer degree elects at least one course designated as having content related to world culture and/or diversity. Associate degrees in Art and Associate degrees in Science do not have majors attached to them, though students studying for Associate degrees in Fine Arts do elect to concentrate in Art or Music.
Listed below are the Associate Degrees that are offered at Harper College. Following each degree are the requirements and general intention of the degree.

**Associate in Arts (AA).** This degree fulfills the general education requirements and the first two years of many BA and BS programs at senior institutions. In order for students to earn an AA, they must take 9 required credits in communications (English 101, English 102, Speech 101), 1-2 math courses, 2 science courses, (1 life science and 1 physical science) 3 courses from humanities and fine arts with at least 1 each from humanities and 1 from fine arts, at least 3 courses from no less than 2 departments in the social and behavioral sciences, plus 23 credits of approved electives. Of all these courses, one must satisfy the world cultures and diversity requirement. Students are alerted that some majors require coursework that would usually be done in the first two years to be done at their institution. For some students, this will require coursework beyond the additional 60 credits they have earned at Harper.

**Associate in Fine Arts (AFA).** AFA’s in music or art include 9 required credits in communications (English 101, English 102, Speech 101), 3 credits in mathematics, 2 science courses (1 life science and 1 physical science), 3 courses from humanities and fine arts with at least 1 each from humanities and fine arts, 1-2 courses from social and behavioral sciences, 24-36 hours of core courses, and one course that satisfies the world cultures and diversity requirement. Students are alerted that some baccalaureate granting institutions require coursework that would usually be done in the first two years to be done at their institution. For some students, this will require coursework beyond the additional 60 credits they have earned at Harper.

**Associate in General Studies (AGS).** The Associate of General Studies offers flexibility for students who do not intend to transfer, but rather, wish to earn a degree for professional or personal reasons. Students are alerted to the fact that transfer options with this degree are limited. This degree requires 24-26 general education credits so that 36 can be reserved for intensive career program study. The general education credits do include required coursework in communications, math, humanities and fine arts, and social and behavioral science. One of those courses must meet the World Cultures and Diversity Requirement.

**Associate in Applied Science (AAS).** The Associate in Applied Science is designed for students who are primarily focused on obtaining vocational skills. The AAS does not fulfill the Illinois General Education core curriculum. If a student earns an AAS and then does transfer, they will need to complete these general education credits at the transfer institution. Students are required to complete coursework in Communications and Math and can select from courses in Natural Sciences, Humanities, and Social and Behavioral Sciences. One of the courses must meet the World Cultures and Diversity Requirement.

**Associate in Arts in Teaching (AAT).** The AAT is a selective admissions program designed by the state to facilitate effective transfer into teacher preparation programs. Because of the rapidly changing climate in teacher education, the degree has not served its original purpose. It is now more advantageous for Harper students with intent to transfer into Colleges of Education to complete AA degrees. Though this degree remains on the books, only one student has completed it in the last 5 years.
Adjustments since last Program Review:

All Associates Degrees

In 2016, Harper made a change to the Associates Degree programs in order to better support students who seek transfer to a four-year institution. Instead of two categories of electives: special electives and approved electives, a configuration that once served Harper students effectively, all electives have been collapsed into a single category in order to provide maximum flexibility and choice for students. In this new model, students elect 23 credits among the approved electives, all courses that have been vetted for transfer to senior institutions as part of IAI.

Associate in Science (AS). In accordance with the new ICCB guidelines, effective fall 2016, the GECC requirements for attainment of an AS degree will be reduced from 41 to 31 hours with the assumption that students will complete the GECC package after matriculation to a 4-year institution. The GECC requirements decreased in Mathematics, Physical and Life Sciences, Humanities and Fine Arts, and Social and Behavioral Sciences. With the reduction in the GECC requirements, students will have the opportunity to complete additional hours in Mathematics and Physical and Life Sciences, thereby completing the 100- and 200-level prerequisite math and science classes before transfer and remain on par with their freshman and sophomore peers at a four-year college or university. This reconfiguration of hours also made it possible to reduce the total number of credit hours required for degree completion from 64 to 60.

Associate in Engineering Science (AES). Several changes have been made to the AES requirements to promote degree completion before transfer. Based on a study of common courses taken by engineering students, the list of approved engineering electives was expanded to include 5 computer science courses and 2 math courses. These changes went into effect fall 2015. The total number of credit hours required for the degree will be reduced from 68 to 62, effective fall 2016. Currently the degree requires a combined total of 9 hours in Humanities and Fine Arts and Social and Behavioral Sciences. The revision will require 3 hours in Humanities and Fine Arts and 3 hours in Social and Behavioral Sciences. These changes allow students to follow a similar sequence of classes as their peers at a four-year institution, completing their sequential math and science courses as freshmen and sophomores and delaying the completion of the general education courses until their junior and senior years. Additionally, the number of engineering elective credit hours will be reduced from 16 to 13.

Transfer Agreements

To facilitate seamless transitions to four-year institutions, Harper College has established transfer guides and/or agreements with 111 four-year institutions, 43 of which are in Illinois. Dual degree partnerships have been developed with 6 institutions. Students choosing to transfer to a dual degree institution benefit from guaranteed admission and locked-in tuition and degree requirements. Compact transfer agreements exist with 9 Illinois universities. These institutions accept the Associate of Arts and Associate of Science degrees as fulfillment of their lower division general education requirement and grant students automatic junior standing upon transfer. Additionally, student may benefit from a variety of 3+1 transfer agreements, which provide pathways to completion of bachelor’s degrees for students earning an Associate of Arts, Associate of Science, or Applied Associate of Science at Harper College. Since the last program review, 21 new 3+1 agreements have been developed with 11 institutions.
Also new is the University Center at Harper College. The University Center partners with area universities to provide students the opportunity to earn price-fixed bachelor’s degree on Harper’s campus. The Center focuses on providing comprehensive 3+1 transfer programs for students earning Applied Associate of Science degrees. These programs provide student with a third year of instruction at Harper at Harper’s tuition rates, a guaranteed transfer pathway to bachelor’s degree completion that prevents earning excess credit hours, and a controlled cost 4th year through agreements with the partner university. Additionally, the fourth year of instruction is offered on one of Harper’s campuses to meet the needs of adult and place-bound students. Currently 34 students are participating in a program with 1 of our 4 partner institutions - Benedictine University (BSN), Eastern Illinois University (BS in General Studies), Governors State University (BS in Criminal Justice), and Northern Illinois University BSN). Expansion plans include adding at least 2 partner institutions and increasing the number of participants to 60 by May 2017.

Dual Degree Partners
Benedictine University
DePaul University
Governors State University
Roosevelt University
University of Illinois – Urbana/Champaign (Engineering Pathway)
Rasmussen University

Compact Transfer Agreements
Chicago State University
Eastern Illinois University
Governors State University
Illinois State University
Northeastern Illinois University
Northern Illinois University
University of Illinois – Springfield
Western Illinois University

Students Who Transfer and Where They Go
In 2014, 3,360 students earned a degree or certificate. Of those, 1,213 (36.1%) matriculated to another institution to continue their education. (Per the National Student Clearing House). As the AAS and AGS are not considered transfer degrees, the percentage of students who intended to transfer and were successful in doing so is somewhat lower.

<table>
<thead>
<tr>
<th>Degrees Awarded</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
<th>FY13</th>
<th>FY14</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA</td>
<td>763</td>
<td>876</td>
<td>1027</td>
<td>1023</td>
<td>937</td>
<td>4626</td>
</tr>
<tr>
<td>AAS</td>
<td>376</td>
<td>440</td>
<td>452</td>
<td>490</td>
<td>458</td>
<td>2216</td>
</tr>
<tr>
<td>AES</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>AFA</td>
<td>6</td>
<td>6</td>
<td>3</td>
<td>7</td>
<td>5</td>
<td>27</td>
</tr>
<tr>
<td>AAT</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>AGS</td>
<td>37</td>
<td>24</td>
<td>31</td>
<td>33</td>
<td>231</td>
<td>356</td>
</tr>
<tr>
<td>AS</td>
<td>83</td>
<td>100</td>
<td>128</td>
<td>115</td>
<td>138</td>
<td>564</td>
</tr>
<tr>
<td>Certificates</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1951</td>
</tr>
</tbody>
</table>
| Total           | 1269 | 1448 | 1643 | 1675 | 3723 | (Per ICCB A1 File)
The top 10 sender institutions enroll more than 50% of Harper transfer students, indicating the importance of strong collaborations with these institutions. Five of the top 10 transfer institutions (as well as the top 2) are a part of the Illinois State University System.

**Top 10 Transfer Destinations for 2014 Harper Graduates**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northern Illinois University</td>
<td>95</td>
<td>7.8%</td>
</tr>
<tr>
<td>University of Illinois at Chicago</td>
<td>87</td>
<td>7.2%</td>
</tr>
<tr>
<td>Roosevelt University</td>
<td>84</td>
<td>6.9%</td>
</tr>
<tr>
<td>Northeastern Illinois University</td>
<td>80</td>
<td>6.6%</td>
</tr>
<tr>
<td>Illinois State University</td>
<td>72</td>
<td>5.9%</td>
</tr>
<tr>
<td>DePaul University</td>
<td>69</td>
<td>5.7%</td>
</tr>
<tr>
<td>University of Illinois at Urbana-Champaign</td>
<td>43</td>
<td>3.5%</td>
</tr>
<tr>
<td>Chamberlain College of Nursing</td>
<td>39</td>
<td>3.2%</td>
</tr>
<tr>
<td>Oakton Community College</td>
<td>33</td>
<td>2.7%</td>
</tr>
<tr>
<td>Elmhurst College</td>
<td>32</td>
<td>2.6%</td>
</tr>
</tbody>
</table>

(Per the National Student Clearing House)

**Graduate Surveys**

Graduate surveys administered to 2014 graduates revealed that students in the AA and AS programs are generally satisfied with their academic experience and would recommend Harper to a friend. Students surveyed in the AS and AA degree rated Access to Computers the highest of the items and career counseling the lowest.

**2014 Graduate Survey – AS Degrees**

- 132 students who completed an AS in 2014 received a 2014 Graduate Survey, of those 59 responded
- 49 of the 59 reported they had enrolled at Harper with the intent to transfer to another college
- Thirty-two students indicated they were currently enrolled in classes at another institution (4 in fields of study unrelated to their program at Harper; 28 in fields of study related to the program at Harper)
- Overall satisfaction within program of study at Harper, 3.33 on a 4.0 scale
- Satisfaction with:
  - Class size 3.63
  - Quality of instruction 3.5
  - Course content 3.44
  - Fairness of grading 3.38
  - Faculty concern for students 3.3
  - Faculty availability 3.48
  - Financial aid services 3.18
  - Academic advising 3.14
  - Career planning 3.04
  - College transfer planning 3.00
  - Counseling 3.24
  - Tutoring 3.27
  - Library audio/visual services 3.6
  - Student activities 3.26
  - Registration procedures 3.5
  - Access for disabled on campus 3.5
o Availability of computers for out-of-class use 3.65
o Career center 3.54

- 98% (n = 53) indicated they would recommend Harper to family and friends
- 91% (n= 49) indicated they would return to Harper for education or personal enrichment courses in the future
- 87% (n = 48) indicated they gained a better appreciation for diversity and different cultures and values as a result of their experiences at Harper College.

2014 Graduate Survey – AA Degrees
- 891 students who completed an AA in 2014 received a 2014 Graduate Survey, of those 366 responded
- 284 of the 366 reported they had enrolled at Harper with the intent to transfer to another college
- 165 students indicated they were currently enrolled in classes at another institution (47 in fields of study unrelated to their program at Harper; 118 in fields of study related to the program at Harper)
- Overall satisfaction within program of study at Harper, 3.31 on a 4.0 scale
- Satisfaction with:
  o Class size 3.61
  o Quality of instruction 3.51
  o Course content 3.51
  o Fairness of grading 3.54
  o Faculty concern for students 3.43
  o Faculty availability 3.5
  o Financial aid services 3.28
  o Academic advising 3.34
  o Career planning 3.19
  o College transfer planning 3.37
  o Counseling 3.4
  o Tutoring 3.49
  o Library audio/visual services 3.69
  o Student activities 3.51
  o Registration procedures 3.58
  o Access for disabled on campus 3.62
  o Availability of computers for out-of-class use 3.71
  o Career center 3.5

- 99% (n = 333) indicated they would recommend Harper to family and friends
- 84% (n= 277) indicated they would return to Harper for education or personal enrichment courses in the future
- 89% (n = 299) indicated they gained a better appreciation for diversity and different cultures and values as a result of their experiences at Harper College.

In Summary
As a key component of its mission, Harper College continues to provide high quality academic degrees that offer the first two years of a Baccalaureate degree at a much lower cost than would happen at a senior institution. In addition, small class sizes, rich support services, and a community-based location make Harper an attractive option for many students just leaving high school or returning to college as a non-traditional student.
Harper College Student & Academic Support Services Report
Academic Advising & Counseling/Center for Multicultural Learning

<table>
<thead>
<tr>
<th>College Name:</th>
<th>William Rainey Harper College</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Number:</td>
<td>512</td>
</tr>
</tbody>
</table>

**SUMMARY REPORT OF REVIEW RESULTS – STUDENT & ACADEMIC SUPPORT SERVICES PROGRAMS REVIEWED IN ACADEMIC YEAR 2016**


<table>
<thead>
<tr>
<th>Student &amp; Academic Support Services Area</th>
<th>Counseling/Advising (includes Academic Advising and Counseling Center and Center for Multicultural Learning)</th>
</tr>
</thead>
</table>

**Major Findings and Improvements/Modifications to the Area**

**Program function**

The primary objective of academic advising and counseling services is to help students develop and achieve sound educational, career, and personal goals. All services are based on a developmental academic advising philosophy that considers the whole student. Academic Counselors and Specialists help students explore major, transfer and/or career information and review and develop educational plans. Counselors also assist students in enhancing academic success skills. For students experiencing academic difficulty, an “intrusive” approach is taken in which students are actively encouraged or required to seek counseling and advising. The Center for Multicultural Learning (CML) provides specialized services and programs for students of color, first-generation and other underrepresented populations.

Academic advising and counseling services provide abundant written materials and advising tools such as transfer guides, college catalogs, and degree audits and teach students how to use these as well as other resources on the internet. When necessary, referrals are made to campus and off-campus resources for students whose needs are beyond the scope and expertise of the advising and counseling staff and faculty.

**Strengths and weaknesses**

Among many strengths, the following are most salient:

- Having Counselors functioning as the primary service providers allows for more holistic intervention with students with reduced need for referral between Counselors and other staff for academic advising.
- The Transfer Information Specialist provides much needed expertise regarding transfer advising and imparts this knowledge by being accessible to Academic Counselors and Specialists as they advise students and maintaining updated and accurate transfer information online.
- The Director helps integrate the academic advising and counseling centers by disseminating advising/counseling-related information, coordinating initial and ongoing training for all Academic Counselors and Specialists, leading efforts to develop and maintain advising/counseling-related technical support systems, and most recently providing direct leadership of several centers/functions.
• Academic advising and counseling has maintained strong relationships with many departments within and outside of Student Development.
• Programs for academically at-risk students have very positively impacted student success and persistence.
• Several technology resources have allowed students access to valuable tools and information and have enhanced the effectiveness of Academic Counselors and Specialists.
• The diversity of faculty/staff as well as students utilizing services enriches the learning environment for all involved.
• Ongoing assessment of services, including student satisfaction and learning outcomes, helps ensure that services are effective and informs decisions regarding possible improvements.
• Ongoing professional development and training keeps all personnel updated on important information needed to best serve students.

The following weaknesses will need to be addressed in future plans:
• Services are still physically and organizationally decentralized to some degree, with advising and counseling being offered in several centers and buildings. This can confuse students (and faculty and staff) at times and hamper efficiency.
• Counselors are still somewhat underutilized in ways that would suit their training and experience. For example, their unique skills might be better directed toward at-risk students in need of counseling support vs. those who need more basic educational planning.
• Functioning as generalists, with rapidly changing and expanding information, makes it challenging for Counselors and Specialists to be sufficiently knowledgeable about all Harper program and transfer requirements as well as related job/career information.
• An insufficient number of Spanish-speaking Counselors and Specialists makes it difficult to most effectively accommodate the increase in Hispanic students seeking services.
• Current facilities are less than adequate in some aspects (lack of storage space and private waiting areas, noise/interruptions, and number of offices).

Quality improvements or modifications made since the last review period

• The Director of Academic Advising and Counseling assumed leadership of the CML and Career Development Center (CDC), increasing organizational cohesiveness between the 3 major advising and counseling centers. This was further enhanced when the CML relocated to share an office suite with the CDC.
• Project Success, an early alert and case management program for at-risk students in their first year of enrollment, was developed to allow for early intervention if instructors detect signs of academic difficulty, with very positive student success outcomes.
• A revised Student Development Specialist position was created, with an advising role significantly expanded but distinguished from counseling, helping to meet demand and freeing Counselors to perform roles for which they are uniquely qualified.
• Created and filled a new Student Development Manager position to supervise academic advising and counseling center support staff.
• Implemented the Degree Works Plan tool, allowing students online access to educational plans to completion.
• Implemented online self-service use of degree audits by students.
• Developed more robust advising and counseling information via the student portal.
• Implemented a “Student Composite” report allowing staff quick and easy access to advising-related information about students.
• Transitioned to online advising notes using document imaging, allowing greater continuity in service delivery between advising and counseling centers.
• Developed a new format for academic advising and counseling center meetings, with separate meetings for center-specific and general advising/counseling topics, enhancing communication and understanding of advising/counseling information.
• The CML partnered with a local agency to provide on campus social work assistance to students.
• Transitioned leadership for the Multicultural Faculty Fellows program to the Special Assistant to the President for Diversity and Inclusion.
• Shifted institutional multicultural programming and the multicultural clubs to Student Involvement.
• Relocated the Study Abroad office to the Office of International Education.
• Merged the REACH and Adelante summer bridge programs, to begin in summer 2016.

Planned quality improvements or modifications

• Consolidate advising and counseling services into a single center, pending state release of funds for construction.
• Contingent on the College adopting a guided pathways model based on meta-majors/career clusters, develop and implement an advising model that facilitates student choice of major/career direction as early as possible when appropriate.
• Determine how to best allocate Counselor and Specialist resources to most effectively and efficiently assist various “special populations” of students.
• Develop a strategy for making the most efficient use of technology as well as Counselor and Specialist resources to help students enrolled in first year seminar classes to develop academic plans to completion.
• Continue to explore and implement ways to utilize technology to enhance advising/counseling.
• Partner with other areas of the College as well as 4-year institutions to develop 3+1 transfer partnerships involving completion of the baccalaureate degree on Harper’s campuses, eventually culminating in a brick and mortar University Center on Harper’s campus.
Harper College, District #512, PQP/Program Review Fiscal Year 2016

Harper College Student & Academic Support Services Report
Access & Disability Services

| College Name: | William Rainey Harper College |
| District Number: | 512 |

SUMMARY REPORT OF REVIEW RESULTS – STUDENT & ACADEMIC SUPPORT SERVICES PROGRAMS REVIEWED IN ACADEMIC YEAR 2016


| Student & Academic Support Services Area | Access & Disability Services |

Major Findings and Improvements/Modifications to the Area

The function of the Access and Disability Services office (ADS) is to provide legally mandated access and accommodations. ADS also provides supplemental programs to provide academic support and social activities for students with disabilities. ADS serves a major role in promoting positive changes and reducing barriers in the physical, electronic, and social environments of the campus.

After performing the Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis with the staff, we have identified the strengths and weaknesses of ADS:

- In the field of Higher Education Disability Services, ADS continues to be one of the highest regarded disability services offices in the country due to staff competencies, and the quality of programs and services we provide to students with disabilities.
- ADS historically has a strong outreach program, on campus and in the community, and continues to perform exceptionally well in this area.
- The high retention rate of advising staff makes it possible for us to provide consistent, high quality advising services to our students.
- Our engagement and outreach with the administrators, faculty members, and staff on campus have had a positive impact in terms of improving the campus experience of students with disabilities and the students’ completion and persistence rates.
- ADS has been able to successfully manage the high volume of notetaking service requests, alternative textbook conversions, and test accommodations.
- The cost of providing accommodations to students with disabilities continues to exceed the budgeted amount every year and it restricts our ability to make further upgrades to the Assistive Technology Lab.
- Our reliance on external funding puts us in a vulnerable position considering the fact that 21% of our funding comes from a DRS grant and any future cuts by the State Legislature may affect the amount of the DRS grant award we receive.
- The elimination of the Learning Service Coordinator position and the Manager of Accommodations position vacancy were two of our significant weaknesses in the past two years; however, the Manager of Accommodations position will be filled during the Summer 2016.
- Our counselors and learning specialists perform both academic advising and disability advising which has created information overload for some of the counselors and specialists, considering the numerous changes to academic programs and placement testing that have recently taken
During the last five-year cycle, improvements included:

- Creation and implementation of formal evaluation instruments for ADS intervention programs, such as Academic Coaching Empowering Students.
- Secure new grant and private funding.
  - Increased grant funding from the Department of Rehabilitation Services from $210,000 to $300,000.
  - Received a four-year, $200,000 sub award grant to partner with the National Technical Institute for the Deaf. ADS will be the Midwest Region institution that provides STEM technical assistance and training.
- The successful transition of the paper documentation system to a new electronic disability management system where all student files are managed electronically. This has allowed us to maximize the use of physical space by significantly reducing the amount of papers stored at the office.
- The implementation of disability management software to centralize the student files, accommodation requests, and data reporting. We experienced an increase in operational efficiency and student satisfaction.
- The mission statement of ADS was changed to better align with the institution’s focus on student completion.
- The successful completion of eight faculty fellows in our Universal Design for Learning Fellowship program. The fellows continue to utilize the UDL principles in their teaching to this day.
- In a partnership with the Department of Rehabilitation Services, ADS created a new program entitled “Get Ready for Job Success” (GRJS), a program for deaf and hard of hearing students attending Harper College. The creation of GRJS was in response to the assessment that students who are deaf and hard of hearing are lacking in critical soft skills and job searching skills for a successful job search after completing their education at Harper College.
- Transition Autism Program (TAP) was founded in 2014 with the intent to address the deficiencies in social skill development and successful transition from high school to college for students on the Autism Spectrum. TAP offers the following services: peer mentoring, specialized advising and support, social skills development, job readiness and parent support engagement.
- From Noel Levitz survey rating, ADS was ranked the best in the Student Development Division for the following categories
  - Student satisfaction with academic advisors’ knowledge of program requirements.
  - The lowest score in terms of performance gaps when advising our students.
- In response to 18.9% ADS student enrollment increase in the past five years, we have made some modifications to staffing where we converted one vacant Office Assistant position into a regular, part-time Accommodation Assistant. The vacant adjunct Learning Specialist position was eliminated and the funds were reallocated to increase the work hours of two Accommodation Assistant positions. With two Accommodation Assistant positions, we have been able to better manage the increase in notetaking service requests and exam proctoring at ADS private testing rooms.
Harper College Student & Academic Support Services Report

Library

College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS – STUDENT & ACADEMIC SUPPORT SERVICES PROGRAMS REVIEWED IN ACADEMIC YEAR 2016


Student & Academic Support Services Area

| Library |

Major Findings and Improvements/Modifications to the Area

The library spent a considerable amount of time in the last two years designing a new building and preparing to move into a temporary facility. The strengths and challenges of the last five years are documented below.

Strengths:
The Library has had several new innovations and changes over the last five years to better meet the needs of Harper College students, faculty and staff. Some innovations include:

Archives:
- Made progress with digitization initiatives, including establishing an online Institutional Repository and online exhibits.

Collections:
- Development/growth of popular collections (textbook reserve, Graphic Novels, Young Adult Literature, Best Sellers)
- Increased online access to materials; purchased and subscribed to more ebooks, online journals and streaming videos.
- Increased access to current events/hot topic print academic book series.
- Decreased the size of the print reference collection, transitioned hundreds of reference titles online.
- Through a massive weeding project, decreased the overall size of the physical print and media collections by over 30,000. Right-sized the collection to fit into the new library, slated for construction FY17.

Instruction:
- Developed a graduate course for faculty, “Research: A Culture of Discovery”.
- Through active participation in FYS courses, librarians began to evaluate and assess the effectiveness of library instruction on first-year students.
- Offered workshops for students on research, source evaluation and citation.
- Participated in an Outcomes & Assessment Committee Work Group that created a rubric for faculty to examine citation use in student papers as a measure of information literacy.

Satellite Location:
- The Reading Room located at the Learning and Careers Center increased services and collections provided to patrons.
Technology:
- Implementation of a Discovery System: Serials Solutions One Search
- Improved access to online resources via mobile technologies
- Wireless printing implemented
- Installation of three book scanners and stand-alone print release stations
- Purchased a Media box in use for popular DVD checkout

User Services:
- Second floor Information desk checkout service; mailbox delivery service for faculty
- Maintained Library blog, twitter feeds, and flickr photograph collections
- Collaborated with Campus Marketing and Harper’s Cultural Arts committee

Weaknesses:
Since the FY10 Program Review, the only budget line experiencing a noticeable increase has been office supplies; all the other lines have been decreased or stayed flat. Like the rest of the College, the Library has been strongly affected by the statewide budget crisis. Beginning in FY17, the library will function on a 3% budget decrease.

Tangential to that, in previous program reviews, the library has stated that there is considerable need for a seventh full-time librarian—a request that was never realized. In the summer of 2015, the library’s Coordinator of Library instruction & Assessment, a full-time faculty librarian, resigned. The Coordinator of Library instruction & Assessment position has not been approved for rehire. The library is now functioning at the lowest level of professional library faculty in two decades.
SUMMARY REPORT OF REVIEW RESULTS – STUDENT & ACADEMIC SUPPORT SERVICES PROGRAMS REVIEWED IN ACADEMIC YEAR 2016


<table>
<thead>
<tr>
<th>Student &amp; Academic Support Services Area</th>
<th>Psychological Services</th>
</tr>
</thead>
</table>

Major Findings and Improvements/Modifications to the Area

**Major Findings and Improvements/Modifications**
The Psychological Services unit provides a continuum of mental health services to currently enrolled students. Research connecting academic success and psychological distress is abundant. To these ends, services are rendered to assist students in identifying, addressing, and working through concerns that may interfere with their functioning and impede their academic, personal, and career success. Clinical services include psychotherapy, evaluation, crisis interventions, consultation, and case management and referral for students assessed as in need of services the College does not provide.

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

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Duplicated Contacts (*)</th>
<th>Unduplicated Contacts</th>
<th>Total Program Cost</th>
<th>Cost per Contact</th>
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<tbody>
<tr>
<td>2014-2015</td>
<td>4605</td>
<td>204</td>
<td>$152,587.50</td>
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<tr>
<td>2013-2014</td>
<td>4816</td>
<td>192</td>
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<tr>
<td>2012-2013</td>
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<td>238</td>
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<td>$27.28</td>
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<tr>
<td>2011-2012</td>
<td>5878</td>
<td>314</td>
<td>$142,301.00</td>
<td>$24.37</td>
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(*) this category includes clinical consultations

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<tr>
<th>YEAR</th>
<th>Psychological Services Consultations</th>
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</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>223</td>
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<tr>
<td>2012-2013</td>
<td>275</td>
</tr>
<tr>
<td>2013-2014</td>
<td>292</td>
</tr>
<tr>
<td>2014-2015</td>
<td>287</td>
</tr>
</tbody>
</table>

**Improvements Since Last Review**
- Use of technology has been greatly expanded. An electronic medical record (EMR) has been used for online charting since 2012. Customized data collection and report features in the EMR have likewise been in full use since 2012. Additional technologies that have been added include self-check-in for students in 2013, and scanning in 2014.
• Flexible scheduling and increased appointment types have been added to address the often unpredictable urgent care and crisis visits from students. This includes intake, crisis, triage, urgent care, and case management appointments.
• The Campus Psychologist was appointed to the Title IX Response Team in 2015. Additionally, Health and Psychological Services has been designated the confidential reporting center for students.
• The Campus Psychologist was appointed to the Drug and Alcohol Campus Task Force in 2015.
• Updates and revisions made in training/supervision for the Psychological Services team include modules on cultural identity formation, client diversity, suicide prevention, Title IX/sexual assault prevention, brief psychotherapy, and crisis intervention protocols. Psychological Services continues to be highly thought of in the Chicago Land area as a high quality and desirable training site providing excellent training opportunities.
• The newest iteration of the Diagnostic and Statistical Manual of Mental Disorders (the DSM-V) was implemented in 2014.

Proposed Action Plan for Future Improvements

• A plan to centralize counseling and advising services within the new “one stop” student services building was developed through construction documents. The building, which is slated to be funded through State dollars, is currently on hold due to the State budget impasse.
• Consider a reduction in the number of evening hours the Psychological Services unit is open, per student demand and staffing ratios.
• Re-assess marketing for the program, particularly for summer semesters when terms are shorter in duration and we serve “reverse transfers” who may not be aware of services.
• Create web-based outreach resources for students in an upcoming sabbatical project for 2016/2017. These materials will be designed to have multiple functions and serve as a helpful adjunctive and complementary level of care.
College Name: William Rainey Harper College
District Number: 512

SUMMARY REPORT OF REVIEW RESULTS – STUDENT & ACADEMIC SUPPORT SERVICES PROGRAMS REVIEWED IN ACADEMIC YEAR 2016


| Student & Academic Support Services Area | Testing & Assessment Center |

Major Findings and Improvements/Modifications to the Area

The primary function of the Testing & Assessment Center is to provide academic testing services to Harper College students. The focus of the office since 2014 has been to better align services with that goal in mind. Every service provided by the Testing Center directly impacts a student’s ability to succeed within a course and eventually lead to the completion of a degree or certificate.

Much has changed for the Testing Center since the last Program Review was conducted in 2008. The most dramatic of which is evident when examining the role the Center has taken within the College. As more research is conducted regarding the importance of students starting their college career “college ready” and avoiding developmental coursework altogether, placement testing and in turn the Testing Center frequently emerges in the middle of those conversations. It is for this reason that the Testing Center focused its attention solely on Harper College academic testing and transitioned away from offering professional certification exams or community proctoring services. It is clear that the College supports the Testing Center’s expanding role by continually responding to the Testing Center growing needs in both staff and technology resources. Embracing change can be challenging, but the College continues to support the Testing Center.

Also, the Center has played a significant role in strengthening the partnership between local high schools and Harper College which has been a major institutional focus since Dr. Ender became the Harper College President in 2009. As a result, a number of new initiatives were created to better prepare high-school students for the rigors of college-level coursework. The Testing Center took a significant role in operationalizing many of these initiatives such as localizing placement testing at the high schools, managing the assessment data activity, facilitating summer bridge program testing amongst many other related activities.

One goal cited in the last Program Review was to respond to the ever evolving technology needs within the world of academic testing. This has been impossible to avoid. Virtually every test that is administered has a digital platform available. Embracing technology is so engrained in the Center, that it will not be a future recommendation, rather a charter of the office from now on. Paper has not, and likely will not, completely go away because much of the academic course testing still relies heavily on paper and pencil exams. While faculty can submit their exams to the Testing Center by way of email, ultimately that digital exam and coversheet will be printed on paper.
A challenge that is ever-present in the world of academic testing is preventing academic misconduct. Going forward, the Center plans to address this concern by pursuing a software program that allows test proctors to view and audit the computer activity of students taking digital exams within the testing lab environment. Also, the Center will pursue NCTA (National College Testing Association) Test Site Certification which will guide the Center’s best practices for exam security based on national industry standards.
Part B: Results from Prior Reviews
Results from Prior Program Reviews
Accounting

College Name: William Rainey Harper College
District Number: 512

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2016 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES

Include programs reviewed in prior years for which action was taken in the current year and/or changes resulting from planning and quality improvement initiatives. This report is only for programs that are not already scheduled for review and for which results are not already being reported under another template.

Program Identification Information
6-digit CIP
52.0302

Career Cluster
Business Management & Administration

Career Pathway
Business Information Management

Program of Study
Accounting

<table>
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<th>Community College Program Title</th>
<th>Degree Type</th>
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<td>03 AAS</td>
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<tr>
<td>Accounting Assistant</td>
<td>30 Cert</td>
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<tr>
<td>Accounting Bookkeeper/Clerk</td>
<td>30 Cert</td>
</tr>
<tr>
<td>Advanced Accounting Bookkeeper Clerk</td>
<td>30 Cert</td>
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</tbody>
</table>

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

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

Improvements & Rationale for Action
Since the 2014 program review, the accounting department has again reviewed and modified the program curriculum. The QuickBooks courses (2 – one credit hour courses) were combined into one course, which then forced the change to all certificates this course was included in. This change was made to make students more employable by giving them enough knowledge to adequately use QuickBooks in the workforce. The certificates were further evaluated and it was determined that the Payroll course was too specialized for the smallest accounting certificate, so Payroll was removed from the Accounting Bookkeeper/Clerk certificate, but left in all higher certificates and the degree.
The accounting department has placed an emphasis in the 15/16 year on training and communication within the department. The department, including full-time and adjunct faculty, met each semester during Orientation week to discuss goals and projects of the department including assessment and student retention, along with updates on the college, division and department. We also held an event in Fall 15 with a guest speaker from DePaul University on Fraud and White Collar crime. This event was open to all accounting faculty, plus business administration and philosophy/business ethics full and adjunct faculty, as well as students. During Spring 16, the department held a book discussion using a book with a focus on student engagement and retention. Each attendee at this session was asked to actively participate by reading the book and creating an activity to share that we could use in the classroom. The department also implemented a Blackboard shell specifically for Accounting Faculty. This shell allows us to improve communication, and share resources including those activities presented at the Spring book training, along with many other resources and shared information used by the accounting department. Also in Spring 16 and into Summer 16, all faculty teaching ACC 101, Introduction to Financial Accounting, will receive training on resources available with our new textbook to be used starting Fall 2016. Discussion will also be held on which resources might be beneficial to our students to improve student success.

During 15/16, the accounting department took a close look at the demand and modalities of accounting courses. We requested data and received a report from Institutional Research on when our classes had been offered in recent semesters, the fill rate of those classes, and the success of students in the classes. Using this information, the decision was made to offer fewer sections of our upper level classes, with an emphasis on on-line classes. We also used this information to create a two-year grid to determine which classes would be offered in which semesters and in what modality over the next two years. This will continue to be reviewed as we go forward.

Training and professional development continued to be a focus for full-time faculty. Each of the full-time faculty members participated in a variety of professional development activities which included participating in the Multicultural Faculty Fellowship program, attending a Business Educators Conference, and taking CPE courses on Individual Tax Updates and Professional Ethics for CPA’s.

Work was done this year to improve communication regarding the accounting programs and offerings on the Departmental website. The website was not only updated to provide current information, as is done on an ongoing basis, but a new format was created to make the website more visible to students and the community.

Going forward, the department will work on increasing awareness of the Accounting Program and reviewing all course outlines.
Results from Prior Program Reviews
Art

<table>
<thead>
<tr>
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SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2016 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES

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Program Identification Information

6-digit CIP

Career Cluster
Arts, Audio/Video Technology & Communications

Career Pathway
Audio and Video Technology & Film

Program of Study
Fine/Studio Arts

Community College Program Title | Degree Type
Art                              |

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

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

Improvements & Rationale for Action

Will reconfigure the C-207 computer lab to create wall display areas for student work by the end of Summer 2016.

Began work to establish an official Outreach Coordinator to attend on- and off-campus forums and host on-campus visits from transfer institutions, improve articulation of 200-level courses with popular transfer institutions, and promote 200-level courses within the Department.

In continuing to maintain current safety standards, recommendations for studio upgrades are being identified.
Results from Prior Program Reviews  
Communication Arts: Speech, Theater and Mass Communication

<table>
<thead>
<tr>
<th>College Name:</th>
<th>William Rainey Harper College</th>
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<tbody>
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<td>District Number:</td>
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**SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2016 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES**

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**Program Identification Information**

<table>
<thead>
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**Career Cluster**  
Arts, Audio/Video Technology & Communications

**Career Pathway**  
Performing Arts

**Program of Study**  
Drama/Theater Arts

**Community College Program Title**  
Communication Arts: Speech, Theater and Mass Communication

**Degree Type**

**Action**

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

**Improvements & Rationale for Action**

**Assessment: In Progress:** This year, we continued with our assessment project for our course level assessment. Over the course of the year, we evaluated over 60 randomly sampled student speeches which were evaluated by over 15 different instructors. The results gave us direction for our current speech class instruction. We plan to continue to improve this process in following years.

**Dual Credit: Onboard/In progress:** We have successfully launched our first dual credit class taught by a high school teacher on a high school campus. This project is being extrapolated into other high schools in the coming year.

**Mass Communication: Courses Added- Completed:** In an effort to expand our offerings, Mass Communication
has added 2 classes to our schedule in the upper division categories; Audio Production and Film History are both 200 level classes with solid enrollment as we continue to build this new program within our department.

**Outcomes: Theater - Completed:** Our Theater outcomes for Introduction to Theater were revised and re-submitted to the Outcomes Assessment office. These will serve as a guiding principle as we investigate outcomes in our other upper division classes.

**Summer Outreach: Debate Camp – Completed:** The Speech department has fostered a relationship to offer a debate camp for high school age students through InZone in the summer taught by one of our adjuncts. The program is on the books and up and running.
Supplemental Report – Actions Taken in Fiscal Year 2016 Based on Prior Reviews or Other Planning or Quality Improvement Initiatives

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<table>
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<th>College Name: William Rainey Harper College</th>
<th>District Number: 512</th>
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### Program Identification Information

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<table>
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<th>Career Pathway</th>
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<table>
<thead>
<tr>
<th>Program of Study</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Community College Program Title</th>
<th>Degree Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Academic Success: Developmental Reading, Writing and Learning Strategies</td>
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</table>

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

### Action

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

### Improvements & Rationale for Action

Tasks completed during 2015/2016 academic year:

- Read articles describing innovations in developmental instruction.
- Researched models of developmental English support and structure.
- Defined an academic placement floor (minimum reading and writing levels) for students beginning pre-college courses.
- Defined the articulation between existing ENG 001 and ENG 100 courses.
- Reached consensus on a new developmental sequence for Harper.

DAS continues to strive towards collective development of course shells and resource materials to provide all instructors with ample resources for optimal student support. At the department meeting at the start of each semester, full-time and adjunct faculty share strategies for increasing student attendance, engagement, and overall success. During the transition to ENGLISH, we will continue to develop master course shells for each course. PSY 106 has a master shell, and we will work collaboratively to develop them for ENG 001 and ENG 100.

DAS would like to expand our use of the departmental shared-drive to include a space for sharing resources relevant to our research and conference attendance.

The Department of Academic Success will be relocating to new facilities sometime between 2015 and 2016. The new building includes new offices, classrooms, and lounge/study areas for students.

The department has decided to remove the $20 fee that was charged to RDG 090 students for periodicals and other course supplies. It was determined that the fee was unnecessary for students as current texts can be obtained through the piloting of a course reader as a supplemental text.

There is no longer an entrance and exit requirement (DRP Exam) for Developmental Reading/English students.
Results from Prior Program Reviews
English as a Second Language/Linguistics

College Name: William Rainey Harper College
District Number: 512

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2016 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES

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Program Identification Information

6-digit CIP

Career Cluster

Career Pathway

Program of Study

<table>
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<th>Community College Program Title</th>
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</thead>
<tbody>
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<td>English as a Second Language and Linguistics</td>
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NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

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

Improvements & Rationale for Action

**ACCELERATED INTEGRATED LINKED CLASS (READING AND WRITING)**
Linked Editing Skills class and Reading 5 class to enable students to complete their requirements for the highest level of academic ESL in two fewer credit hours than taking the courses alone. Achieved high success rates. Students continue to report that taking this accelerated, integrated linked class allows them to take more classes outside of ESL, saves money/financial aid, and prepares them for ENG 101.

**LINGUISTICS PROGRAM**
The Certificate in Teaching English to Speakers of Other Languages and the new Practicum course will be
presented to the Curriculum Committee in Fall 2016. The Linguistics program continues its collaboration with other departments at Harper. For example, the Early Childhood Department will add LNG105 and LNG205 to the approved electives for the AAS degree. We promoted Harper’s Linguistics program and classes at the Second Language Symposium held at Harper in April, which drew a large crowd from area schools. While our efforts to gain IAI approval for LNG105 and LNG205 were not successful, we plan to take the committee’s feedback under consideration and try again. Those courses are articulated at a large number of area colleges and universities, as are LNG225 and LNG220.

ENGLISH FOR SPECIAL PURPOSES
Despite structural changes within the ESL department, the English Series for Professionals continue to bring in students. This is reflected in the increasing enrollment in ESP offerings and stronger overall headcount numbers. We currently have 31 students actively working toward ESP completion and two have already successfully completed the course series. Courses in the ESP are well-positioned for developing career pathways providing a more formal structure tied to career certification and degree completion.

IDENTIFYING/SUPPORTING AT-RISK STUDENTS
Our student success research into passing rates for ESL 074 Writing V indicated that students were more likely to fail the course if they had a previous failure of Writing V and/or a grade of C in Writing IV. In Spring 2015 and Fall 2015, we ran course histories for all students in ESL 074 (and equivalent ESL 086) to search for these factors. We contacted both students and their teachers to suggest additional support for at-risk students, such as tutoring, language lab attendance, or participating in supplemental instruction workshops (described below). As ESL Curriculum Redesign proceeds in Academic Year 2016-2017, we will continue our focus on student success, support for at-risk students, and appropriate interventions.

SUPPLEMENTAL INSTRUCTION FOR WRITING STUDENTS
In Spring 2015 and Fall 2015, we expanded supplemental instruction workshops for Writing V students by offering 5 workshops (instead of 3) focused on grammar and editing skills, each offered 2-3 times. At-risk students were targeted for the workshops, but the workshops were open to all students. We found that students who attended the workshops were more likely to pass the departmental writing exam, the ESLWAT (45% passed as opposed to 40% who did not attend workshops). Pass rates for the course were similar for those who attended the workshops and did not attend (results from past academic years did show higher course passing rates for students who attended the workshops). We have a pending data request with IR that would allow us to analyze the impacts of attending more workshops and whether the benefits of attending workshops impact students’ performance in ENG101 as well. As we revise our outcomes and assessment methods as part of the Curriculum Redesign for Academic Year 2016-2017, we will consider how to address the topics covered in the supplemental instruction. Are extra workshops needed to reinforce these skills for students who have gaps in their knowledge? Or is there a way we can include or emphasize this content more in existing writing courses?

USING SOCIAL MEDIA
We continue to use social media to promote our program. Due to staffing changes, we have reduced our departmental social media postings on our ESL Facebook, Twitter, and Pinterest sites from a daily basis to a twice weekly basis. The video promoting our social media is still played at new student testing and IEP lab orientations.

BUILDING CONNECTIONS
- Local Businesses/School Districts
In 2015-2016, over 200 students in the District 211 and 214 Adult Education ESL programs met with
academic ESL and Adult Education representatives in the fall, spring, and summer. Our visits are now part of their regular calendar of events. The ESL Language Lab also participated in programming lead by the Community Relations Director, who had different school groups visit our facilities.

- **Financial Aid Office**
  Admission Outreach’s assistance saw us increase our applicants to enrollment rate by over 5%. Discussions began in the fall about serving the students interested in financial aid in a more efficient way. Starting July 1, 2016, all prospective students will be routed to Admissions Outreach who will provide them with needed information on financial aid and college funding.

- **Writing Center**
  Policies for higher-level ESL student usage of the tutoring center have been ironed out, and annual joint tutor trainings are held for new ESL and Writing Center tutors to ensure that higher-level ESL students are well-supported in both areas. The ESL tutoring schedule is displayed and regularly updated in the Writing Center so that ESL students can be directed to ESL tutoring whenever possible, and Level 4 and 5 ESL students who are looking for help with an essay are referred to the Writing Center when there are no available ESL tutoring appointments.

- **Working with Adult Ed Department**
  The Next Steps program continues to transition students from Adult Education to Academic ESL. Since the Fall of 2016, ESL and Adult Education made visits to all upper level ESL courses and high school adult education ESL programs in Districts 211 and 214 to promote ICAPS programming along with ESL and Harper. Every student in the first ICAPS program for Office Assistant had been involved with academic ESL in some capacity – Next Steps or previous classwork. This has continued throughout this school year.

**INTENSIVE ENGLISH PROGRAM ACCREDITATION**
The Intensive English Program (IEP) in the ESL & Linguistics Department was granted one year of reaccreditation from the Commission on English Language Program Accreditation (CEA) in April 2016. Faced with both substantial reporting requirements to continue the accreditation and substantially reduced faculty and staff time assigned for the Program, the Department made the difficult decision to voluntarily withdraw from the CEA accreditation.

**CURRICULUM REDESIGN PROPOSAL**
The Department was charged with reducing the number of levels to complete the ESL sequence. In April 2016, a curriculum redesign proposal, which included defining a floor for entry into academic ESL, realigning courses into a four-level sequence in all skill areas, and creating a program-wide procedure to accelerate students’ completion at every level, was put forth and approved by the Provost. Implementation of the proposal will take effect in Fall 2017.
## Results from Prior Program Reviews
### Health Information Technology

**College Name:** William Rainey Harper College  
**District Number:** 512

### SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2016 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES

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**Program Identification Information**

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<td>Health Information Technology</td>
<td>20 Cert</td>
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**NOTE:** Add lines for multiple program titles included in the same review. Identify the specific Degree Type for each program title listed.

#### Action

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

#### Improvements & Rationale for Action

Certificate was discontinued based on labor market demands.
Results from Prior Program Reviews  
Humanities

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SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2016 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES

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Program Identification Information

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

Action

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

Improvements & Rationale for Action

Outcomes Assessment: During the 2015-2016 terms, we have implemented the assessment tool for HUM 101 and have offered it to all sections. In the fall, it was a yes/no survey of information students had about the cultures referred to in HUM 101 (ancient world through the medieval period); in the spring, it was more of a writing assessment asking students to write what they know about these cultures at the beginning of the semester and at the end and comparing the two surveys. We also began implementation of an assessment tool for HUM 120 (Classical Mythology) in the Spring 2016 semester. We issued a question asking the students to define myth. We did this at the end of the semester and distributed it to HUM 120...
classes. We will meet this summer to determine a rubric for evaluating these assessments for full implementation in the Fall 2016 semester.

**New Curriculum Development:** We have been at work for some time on the development of a 200-level special topics course. The groundwork has been laid, and we will continue work on this project this summer to be sent through the Curriculum process in the 2016-2017 term. We are still in the very preliminary stages of developing a new course on the Americas. We will work on this in more detail during the 2016-2017 year.

**Professional Development:** Nearly all of our faculty members have begun using Blackboard and/or have begun taking courses on Blackboard usage. Several faculty are pursuing other areas of development through the graduate equivalency courses offered through the Academy of Teaching Excellence.

**New Storage and Display facilities for Department Artifacts:** We purchased and filled two new glass cases with artifacts from our Asian and African collection, and have located them outside the restrooms in the main hall of Building L. We have moved the HUM 101/102 collections to an area outside the office of L-233F. We have continued to purchase new artifacts, and we will be placing new ones in the cases as the opportunity arises.
Results from Prior Program Reviews
Media Writing & Design

**College Name:** William Rainey Harper College

**District Number:** 512

**SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2016 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES**

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**Program Identification Information**

- **6-digit CIP:** 09.0401

- **Career Cluster:** Arts, Audio/Video Technology & Communications

- **Career Pathway:** Journalism & Broadcasting

- **Program of Study:** Media Writing and Design

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

**Action**

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- [ ] Significantly modified
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- [ ] Scheduled for further review
- [ ] Other, please specify:

**Improvements & Rationale for Action**

This certificate has been experiencing low enrollment and even fewer graduates. The job prospects in this field at an Associates level are extremely limited. Our hope is to create more streamlined courses with 2 + 2 offerings to enhance our students’ careers.
Results from Prior Program Reviews
Online Communications

College Name: William Rainey Harper College
District Number: 512

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2016 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES

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Program Identification Information

6-digit CIP
09.0702

Career Cluster
Arts, Audio/Video Technology & Communications

Career Pathway
Journalism & Broadcasting

Program of Study
Digital Communication & Media/Multimedia

Community College Program Title
Online Communications

Degree Type
30 Cert

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

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☐ Continued with minor improvements
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X Discontinued/Eliminated
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Improvements & Rationale for Action
This certificate has been experiencing low enrollment and even fewer graduates. The job prospects in this field at an Associates level are extremely limited. Our hope is to create more streamlined courses with 2 + 2 offerings to enhance our students’ careers.
Supplemental Report – Actions Taken in Fiscal Year 2016 Based on Prior Reviews or Other Planning or Quality Improvement Initiatives

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Improvements & Rationale for Action

As part of the goal to provide professional development opportunities for adjuncts, this past January, the Philosophy department held a full-day retreat for the entire department including adjuncts. Approximately 12 adjuncts and the 5 full-time faculty members attended.

Introduction to the New Testament (PHI 225) has been developed and approved by the curriculum committee. It will be offered for the first time in Fall 2016.

Under construction is a new course, Introduction to Religion (IAI H5900): Introduction to religion within society,
treating the nature, origin, beliefs, practices and role that religion plays. This contrasts with our current course, Religions of the World (IAI H5904N), to the extent that the latter is an introductory survey of selected teachings, practices and institutions of major Eastern and Western religions.

Explored the idea of adding an Ethics Bowl course, but after further consideration, determined it is not viable due to the small number of students on Ethics Bowl teams.

The title of PHI 190: Feminist Philosophy has been officially changed to PHI 190: Philosophy and Gender and will be offered in Spring 2017.

Continuing our work to audit and, if necessary, revise in light of best practices and research, the existing Student Learning Outcomes (SLOs) for all Philosophy courses. Currently, there are sixteen Philosophy courses; the SLOs for three of them (PHI 101, PHI 105, and PHI 115) have recently been audited and revised in response to our ongoing assessment efforts. Additionally, we have audited all of our course outlines and descriptions to rid them of any gender-biased terminology.

Requested the hiring of at least one new full-time faculty, specializing in Religious Studies, but did not receive a position.

The department has developed expectations for effective teaching on-line. Also, we are working on developing a rubric for assessing on-line teaching of philosophy courses.
Results from Prior Program Reviews
Public Relations

College Name: William Rainey Harper College
District Number: 512

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2016 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES

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Program Identification Information

| 6-digit CIP | 09.0902 |

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Arts, Audio/Video Technology & Communications

Career Pathway
Journalism & Broadcasting

Program of Study
Public Relations

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Improvements & Rationale for Action
These programs have been experiencing low enrollment and even fewer graduates. The job prospects in these fields at an Associates level are extremely limited. Our hope is to create more streamlined courses with 2 + 2 offerings to enhance our students’ careers.
Results from Prior Program Reviews
World Languages

**College Name:** William Rainey Harper College  
**District Number:** 512

**SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2016 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES**

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- [ ] Other, please specify:

**Improvements & Rationale for Action**

**Status Report for Goals and activities listed in Program Review 2014-15:**

- **Survey local language departments** (enrollment, retention, placement, assessment, etc.): In Progress
  
  Full-time faculty finalized a survey to be distributed to local language departments in fall.

- **Assessment: Spanish** (revise proficiency exam policies and process; rewrite exams; evaluate AP placement policies): In Progress
Full-time faculty decided to try using CLEP for credit by exam instead of offering our traditional proficiency exam. We will evaluate data in fall to determine if we should continue offering the CLEP or try to create a new proficiency exam so students have an option for credit by exam. We also evaluated AP placement policies and will make a new credit recommendation in fall to the Testing and Assessment Committee. Finally, we are planning a new assessment project for SPA 101 to begin in 2016-17.

**Instruction: Revise departmental credentials statement:** Complete

- Full-time faculty revised our credentials statement to reflect best practices in the field.

**Website: Revise and update:** In Progress

- Faculty began planning the move of the WL Department website to a Harper server. We coordinated with Marketing about design and content and will launch the new site in late summer or early fall. In summer 2016, we will need to merge American Sign Language content into our new site.

**Curriculum: Spanish:** In Progress

- We investigated re-categorizing SPA 112 and 113 (Spanish for Heritage Speakers I and II) so that students could obtain meaningful transfer credit for the courses. Unfortunately, there is no appropriate IAI match for the classes. We are finalizing course outline edits in summer 2016 and plan to submit outlines for 18 FRN, GER, and SPA courses to Curriculum Committee in 2016-17. We will research the creation of a Spanish for Educators course and the redesign of Spanish for Nursing in 2016-17.

**Dual Credit: Program Alignment:** In Progress

- Our department is taking steps to communicate more often and efficiently with the high schools in D211 so that we can be sure there is appropriate curriculum alignment between on- and off-campus SPA 202 and 205 courses. We will evaluate dual credit and campus enrollments in 2016-17 to determine the impact of dual credit offerings on campus enrollment.

**Instruction: Adjunct Mentoring/Training:** In Progress

- We revised and distributed an “Expectations of Adjunct Faculty” document to all adjuncts in the department and distributed template syllabi for SPA 101 and 102 to adjuncts in Spanish. We also offered a Second Language Acquisition Symposium in spring 2016 for all WL and ESL faculty. We plan to offer additional events for adjuncts in 2016-17 to further their professional development.

**Placement: Evaluation of exam:** In Progress

- Each year, full-time faculty must evaluate the effectiveness and appropriateness of our placement procedure. We will change the administration of the interview portion of the exam in 2016-17 in light of the new addition of a Placement and Testing Coordinator to Liberal Arts and newly granted access to the language lab.

**Promotion/Outreach:** In Progress

- This year we planned several outreach events to obtain new enrollment and promote retention. We will develop a plan for 2016-17 and work with Marketing as needed to implement the plan.
Part C: Program Review Schedule
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