

ILLINOIS COMMUNITY COLLEGE SYSTEM

PROGRAM REVIEW STATEWIDE SUMMARY

FISCAL YEAR 2008

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PROGRAM REVIEW STATEWIDE SUMMARY FISCAL YEAR 2008

INTRODUCTION

Program review has always been the major accountability tool by which community colleges demonstrate the quality and effectiveness of the programs and services they offer to students. Review and evaluation of programs at the local level is a requirement for all community colleges. Colleges are expected to evaluate their programs once at least every five years using a systematic approach and considering, at minimum, levels of need, cost and quality. Furthermore, colleges are required to submit to ICCB a summary report of the previous year's review and evaluation of programs. In the past, ICCB staff have developed their own summary of the college's reports and distributed the information back out to the field and to the Board as an illustration of the system's annual progress towards continuous quality improvement.

During fiscal year 2005, ICCB staff coordinated a comprehensive review of the existing process for statewide submission of college review summaries. In fiscal year 2006 staff developed a new statewide reporting format by which colleges should submit those summaries through the next five year review cycle. Fiscal year 2007 marked the system's first universal submission using the new reporting format. The focus on need, cost and quality was retained while the state-level reporting format was revised to reflect the most common elements of all the colleges' review processes. Colleges were asked to identify major activity within each program, such as modifications, eliminations or additions; common successes and/or challenges to maintaining high quality, cost-effective offerings and services; and provide an example of an institutional "best practice" to share with others systemwide.

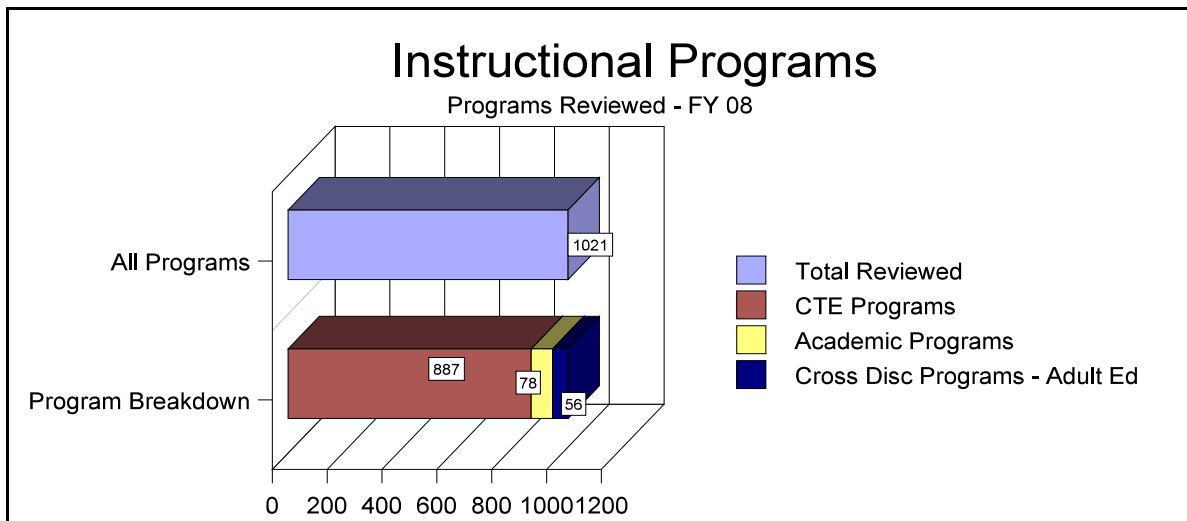
ICCB staff reviewed this year's college submissions and determined the state-level summary could be divided into the following subsections: ***Instructional programs: Academic programs, Career and Technical Education programs, and Cross-Disciplinary programs: Adult Education; Student and Academic Support Service programs; and Community College Best Practices.*** A statewide summary of information provided by each institution is followed by a compilation of community college best practices.

The *Program Review Manual (Fiscal Years 2007-2011)*
to be used for submission of college annual
Program Review Summary Reports
is available at
<http://www.iccb.org/pdf/manuals/fy07programreviewmanual.pdf>

INSTRUCTIONAL PROGRAMS

State-level review of the system’s instructional programs includes an evaluation of academic, career and technical and cross-disciplinary (adult education) curricula. Colleges reviewed a total of 1,021 instructional programs in fiscal year 2008. Career and technical education programs reviewed totaled 887, academic disciplines totaled 78 and cross-disciplinary (adult education) programs totaled 56 during this fiscal year. The chart below illustrates the number of each instructions program area reviewed compared to the total number of programs reviewed this fiscal year. Of career and technical programs reviewed, 791 programs were planned for continuation with improvements (minor and significant), and 96 programs were planned for elimination. It is important to note that only programs required to be reviewed according to the Career and Technical Education Program review schedule have been highlighted in this summary report. Colleges evaluated additional programs as follow-up to previous years program review and those programs are included in the total count of programs reviewed during fiscal year 2008.

The chart below shows the total number of programs reviewed this fiscal year compared to the breakdown of instructional programs reviewed. There were 242 new programs (academic and career and technical) added to the system’s program offerings during fiscal year 2008. These additions reflect the system’s constant state of revision that must be maintained to keep up with our changing economy and need of their districts. A list of programs identified for elimination and a list of new programs approved in fiscal year 2008 can be found in Tables 1 and 2 at the end of this report.



ACADEMIC PROGRAM REVIEW

In fiscal year 2008, Mathematics was reviewed. Seventy-eight (78) academic math programs were reviewed and all were recommended for continuation with minor improvements. The responding colleges cited the importance of mathematical skills and their commitment to providing students with the knowledge and skills required to be contributing citizens and leaders of our global economy. As a result, Mathematics is a central component and a requirement of all associate degrees and continues to experience a steady and often times increasing rate of student enrollment.

To assess program and course quality and cost effectiveness in Mathematics, responding institutions reviewed a number of key standards, including: course goals; departmental expectations; student learning objectives; student outcomes; curricula and pedagogies; faculty status; secondary and postsecondary curricular alignment; and technology. This section will review the common themes found in how community colleges in Illinois assess their performance, implement strategies for improvement, and address the challenges present within the discipline of Mathematics.

Although Mathematics has experienced growth in enrollment, colleges continue to struggle with student retention and success. To improve the experience and success of students enrolled in both developmental and transfer Mathematics courses, colleges across the state demonstrate they are committed to curricular innovation, classroom and resource upgrades, high school outreach, and faculty development.

Several institutions have redesigned their Mathematics course sequences, particularly in developmental mathematics, in such a way that students can increase their understanding of mathematics while reducing the number of courses needed to progress. This allows the institutions to maximize their faculty members' workloads and to improve students' time to degree. Several institutions are also using innovative pedagogies to facilitate broader understanding of mathematics by contextualizing the material so that it is career specific. Many institutions are also improving their instruction by complimenting the course material with technology and software. Most notable is the broad incorporation of My Math Lab and ALEKS softwares to raise students' understanding of Mathematics in both developmental and credit courses. Increasing the use of technology in Mathematics is also reflected in the increased number of institutions providing online and hybrid course options. This provides a great amount of flexibility in students' schedules and accommodates students' diverse learning styles. One institution stressed the importance of investigating the standards, policies, and best practices of online and hybrid Mathematic courses so that students are provided with the best possible instruction. Technology has also impacted the structure of the classroom and student resources. Many of the institutions indicated they were making great strides in building SMART classrooms and in creating resource centers equipped with the workspaces, computers, tutors, and software required to enhance Mathematics instruction.

Many of the community colleges a large number of recent high school graduates are placing into developmental courses. The problem may be due, in part, to the curricular misalignment between secondary and postsecondary Mathematics. Many institutions are working to correct this issue by increasing their outreach with high school faculty members, counselors, and students. It should also be noted that several colleges mentioned that they are assessing the value of placement test scores in placing students in the appropriate course. One institution will be using the COMPASS placement

exam as a post-test for students completing a developmental course to determine its effectiveness.

Colleges continue to compare the instruction of adjunct faculty with full-time faculty and note that full-time faculty has a greater impact on student learning than do their adjunct counterparts. Colleges are committed to increasing the number of full-time faculty members by actively recruiting and hiring qualified candidates, but due to budget constraints, are greatly limited in their endeavors. Reliance on adjunct faculty members is necessary and so community colleges are increasing their efforts to provide professional development and timely communication to these instructors.

“Academic Discipline” constituted 8% of all the programs reviewed in fiscal year 2008.

In summary, the Mathematics discipline continues to see an increase in enrollments, but the retention and success of students is not always as transparent. Enrollment in developmental coursework continues to rise and in response, colleges have shown they are being innovative in their curricula, pedagogies, technologies, and high school outreach. However, it was noted by several institutions that it is difficult to find the monetary resources needed to provide students, particularly developmental students, with the assistance required for success. These institutions recommend that the state aid reimbursement rate for developmental mathematics be increased to meet the needs of Illinois students. Additional monies would also aid in hiring more full-time faculty and improving students’ learning environments.

CAREER AND TECHNICAL EDUCATION PROGRAM REVIEW

All career and technical education programs are reviewed once within a five-year period. Each year, community colleges review specific career and technical education programs and submit their findings to the Illinois Community College Board. This year 887 career and technical education programs were reviewed at the colleges.

Based on the analysis of their program review outcomes, colleges can elect to continue programs with minor improvements, continue programs with significant modifications, discontinue/eliminate programs, or schedule programs for further review.

“Career & Tech Ed” programs constituted 87% of all the programs reviewed in fiscal year 2008.

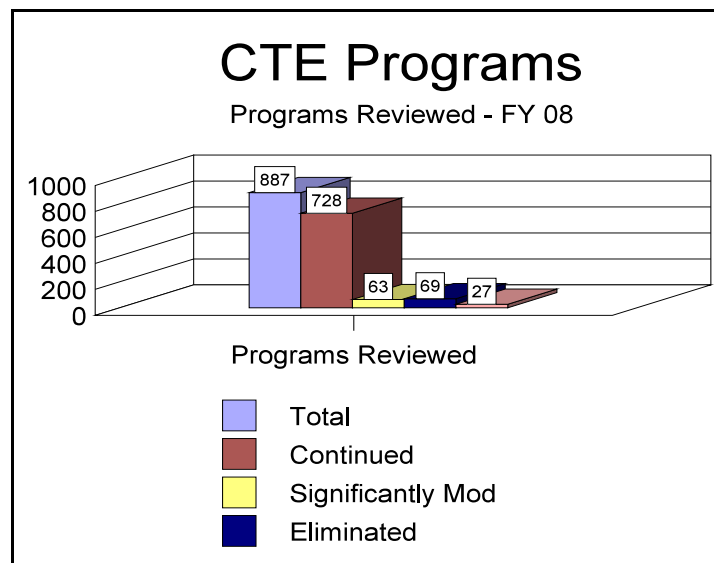
According to the program review summaries provided by each college, 728 career and technical education programs were continued with minor improvements, 63 programs were significantly modified, 69 programs were identified for elimination, and 27 programs were scheduled for further review during the coming year. **Seventy-seven (77)** new programs in the career and technical education areas highlighted in this report were approved and added to the system’s offerings in fiscal year 2008. The following chart illustrates the number of total career and technical education programs reviewed this fiscal year compared to the breakdown of the action on each program the college reported (continued with minor or major improvements, eliminated or inactivated, or scheduled for further review).

Programmatic areas where the most activity occurred, including programs continued, modified, eliminated or approved, reflect substantial changes in our system’s field of program and course offerings. This section of the report attempts to summarize the status of existing program offerings, reflect changes that may have impacted these programs during the last review period, and offer insight to issues that may affect these programs in the future.

In an effort to better align our statewide summary with Illinois’ Career Cluster Initiative, this section of the report has been defined, organized and presented accordingly. Program reviews summarized in this report fall within the following Career Clusters: Architecture & Construction, Hospitality & Tourism, and Law, Public Safety, Corrections & Security. For more information on the State’s Career Cluster Initiative go to www.careerclusters.org.

The **Architecture and Construction Cluster** helps prepare individuals for careers in designing, planning, managing, building, and maintaining the built environment. Individuals pursuing a career in the Architecture and Construction cluster work on new structures, restorations, additions, alterations, and repairs.

This summary includes community college programs that fall with the **Construction Pathway** and are related to Building and Property Maintenance, Facilities Management, Construction Management, Building Materials and Methods, Building Codes and Inspection, and Construction Apprenticeship training such as painting and paperhanging, masonry, glazing, welding and craft labor.



Number of degrees offered by the colleges: 17

Number of certificates offered by the colleges: 31

Sixteen (16) community colleges reported on programs in the construction area. Forty-eight (48) degree and certificate programs were included in this review. Of these, colleges reportedly continued 42 programs with minor improvements, discontinued or eliminated three (3) programs, and scheduled three (3) for further review.

According to the U.S. Department of Labor, Bureau of Labor Statistics employment of “construction managers, workers and inspectors” is expected to grow by 18 percent through the year 2016. Likewise in Illinois, growth of related occupations in the construction trades is expected to increase

by 12 percent, according to the Illinois Department of Employment Security through 2014. This employment growth is higher than the average growth projected for all occupations statewide. Several colleges indicated program need aligned with these projections.

Programs planned for continuation were identified by steady or increasing enrollments, steady completions, and increased interest by local employers and the general community for formalized coursework and credit programs. Several colleges indicated they had established relationships with local labor unions in the last five years, which has spurred growth in their construction training programs. Colleges also described an increased interest in green-related building technology coursework for professional development of their existing labor force.

Programs cited for discontinuation/elimination were primarily in the building maintenance areas and were identified as a result of declining student interest illustrated by low or no enrollments and fewer completers each year.

Colleges described strengths of their building, property and facilities maintenance, construction management and related trades programs as highly skilled and qualified faculty, strong connections with local business, labor and industry partners, and increased interest by their communities for skills upgrading and professional development.

This summary includes community college programs that fall with the **Design/Pre-Construction Pathway** and are related to Civil Engineering Technology, Construction Technology and Computer-Assisted Drafting.

| | |
|--|-----------|
| Number of degrees offered by the colleges: | 40 |
| Number of certificates offered by the colleges: | 80 |

Thirty (30) community colleges reported on programs in pre-construction and design technology fields. One hundred twenty (12) degree and certificate programs were included in this review. Of these, colleges reportedly continued 97 programs with improvements, discontinued or eliminated 15 programs, and scheduled eight (8) for further review.

According to the U.S. Department of Labor, Bureau of Labor Statistics employment of “engineering technicians and CAD technicians” is expected to grow by approximately 6 percent through the year 2016. Likewise in Illinois, growth of related occupations is expected to increase by about 5 percent, according to the Illinois Department of Employment Security through 2014. Employment growth in this occupational category is slightly lower than the average growth projected for all occupations statewide. The majority of colleges indicated program need remains steady locally despite these statewide projections.

Programs planned for continuation were identified by increasing or steady enrollments, strong community interest and support, active advisory committees and a strong commitment by program

faculty. Several colleges also indicated there had been an increase in existing professionals in engineering fields, both at the professional and engineering technician level, indicating interest in coursework for professional development purposes.

Colleges reporting programs placed on inactive status were identified as a result of declining or no student enrollments, no community interest spawned by an inactive job market for technician level employees in this field. Several colleges also indicated they had seen an increase in students interested in pursuing related engineering technology coursework that would articulate towards a baccalaureate degree program, thus causing students to only enroll in courses rather than completing an entire career and technical program.

Colleges described strengths of their engineering technology and CAD programs as well-qualified faculty, strong student interest, and an increased interest by existing professionals in related fields for skill upgrading opportunities, updated curricula and equipment to support their programs.

Business Management and Administration Cluster prepares individuals for careers providing administrative, office and clerical support in a variety of organizational settings.

This summary includes community college programs that fall within the **General Management Pathway** related to General Business Administration, Office & Operations Management & Supervision, Logistics & Materials Management, and Construction Management.

| | |
|---|-----------|
| Number of degrees offered by colleges | 34 |
| Number of certificates offered by colleges | 49 |

Forty-two (42) colleges reported on program related to general management, operations and administration. Eighty-three (83) programs were included in this review. Of those, 75 programs were continued with improvements, eight (8) were eliminated or discontinued.

Employment in these fields are anticipated to grow about as fast as the average growth for all occupations both nationally and statewide. Employment needs in management are greater in some sectors of the labor market than in others, according to the Illinois Department of Employment Security. For example through 2014 growth in the need for “computer and information systems managers” is projected at nearly twice the state’s average growth, while “agricultural related managers” are projected to see less than average growth statewide.

Colleges offering programs in fields related to general management and operations continue to serve the needs of individuals who want to enter into supervisory positions, as well as enabling those already in management to upgrade their supervisory skills and advance up their career ladder. Many colleges also offer options for specialization within this field to provide students with an identified focus related to their career needs. Colleges continue to feel the need for offerings within this program area as courses definitely fill a professional development training need for businesses within

various communities. Deep investments in computers, software, and furniture have continued to keep programs updated with current trends while faculty invest time in career fairs, information nights, and open houses to continually promote their programs. Departments will continue to work closely with advisory councils to consider ways to improve and strengthen these programs. There has been a continued need to explore and develop an alternative format to deliver the courses in order to provide full degree access to day and evening students. There is an increased demand for online instruction and the colleges wanting to provide additional distance learning opportunities. Online and hybrid formats are continuing to be explored and provided to students over the course of the semester. Opportunities to partner with baccalaureate institutions continue to present themselves for offering new programs in general management-related areas thus creating a 2+2 for students to follow in their program completion. Advisory councils have continued to present the idea for exploration and additional articulation agreements have been formed between community colleges and universities in this program area.

Programs in this field identified by the colleges for elimination illustrated decreasing or no enrollments, little community interest or employer support. Several colleges indicated plans to discontinue existing programs while re-formatting or revising curricula more relevant to their district's needs.

This summary includes community college programs that fall within the **Administrative Support Pathway** related to Administrative Assisting, Information Processing Technology, General Office Support, Executive Assisting and Secretarial Support.

| | |
|---|-----------|
| Number of degrees offered by colleges | 49 |
| Number of certificates offered by colleges | 93 |

Employment in this occupational area is expected to be among those with the largest number of new job openings, according to the Illinois Department of Employment Security. Opportunities statewide through 2014 will be best for applicants with extensive knowledge of software applications. This occupational area performs fewer clerical tasks and are increasingly taking on the roles of information and communication managers with word processing, writing, and communication skills as essential components of employment. Programs incorporating these knowledge and skill attributes into their curricula are reporting successful employment rates for recent graduates.

One hundred forty-two (142) programs were included in this review. Only two (2) programs were identified for elimination. Colleges reported the remaining 140 programs were continued with minor to significant modifications. This program area continues to provide training at a variety of career levels ranging from entry-level employment to advancement in the field to professional development for existing professionals. All districts' enrollments continue to reflect that there is a demand for administrative support and related training programs at the certificate and two-year degree levels. Faculty in these programs strive to offer the newest technology to students as well as incorporating

components of grammar, punctuation, and proofreading into the everyday applications in course work. Various software updates have been made to continue to allow students the opportunity to become proficient in the uses of the most up-to-date packages available in office settings in which they may become employed. Faculty continue to pursue offering courses online to provide more flexibility to schedules as students continue to work while attending class. Interest in vendor-related certifications such as Microsoft Office User Specialist (MOUS) Certifications remain steady.

Strengths of administrative support programs were identified as active advisory councils mostly comprised of faculty and individuals employed within the field, improvements such to course scheduling, such as updating course pre-requisites and course syllabi to reflect the demands of business and industry for those participating in the degree or certificate areas, and online offerings.

The few programs identified for elimination indicated low enrollments and overall low completion rates.

Health Sciences Cluster prepares learners for careers assisting medical professionals in providing general, specialized, rehabilitative, and emergency health care, as well as providing related administrative support services.

This summary includes community college programs that fall within the **Therapeutic Services Pathway** related to Dental Hygiene, Dental Assisting, Emergency Medical Technology and Surgical Technology.

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|--|-----------|
| Number of degrees offered by the colleges: | 32 |
| Number of certificates offered by the colleges: | 51 |

All dental hygiene (14) and dental assisting (7) programs, except for one (1), reviewed within this discipline were continued with minor improvements. Overall the applicant pool for enrollment into these programs continues to remain well above the available number of seats. However, those being admitted to the programs display preparedness that has lead to program retention and successful outcomes on written and clinical board exams, which are key pieces to quality professionals in this field. Employment statistics from the U.S. Bureau of Labor Statistics indicate employment opportunities are expected to grow more than 30 percent within these professions.

The majority EMT programs (39) were continued with minor changes, however, three (3) were significantly modified and two (2) were placed on inactive status. Both the degree and the certificate programs continue to have potential for providing a valuable service to the communities in which they are being offered. The majority of colleges even reported a very high pass rate in regards to the certification exams being taken upon completion of the program. Over the course of several years, there has been an increased demand for EMT-Paramedics as many local fire departments require this certification prior to employment.

All surgical technology programs (17) were continued with minor improvements. Although Illinois currently does not require surgical technologists to be certified for entry-level employment, colleges are stressing the importance of the certification as a professional standard. Increasingly, new hires are required to be certified through the Association for Surgical Technology (AST) or to obtain certification upon a certain amount of time upon employment. Overall these programs could be characterized as having increasing or steady enrollments, high retention and high to moderate completion rates. The majority of colleges also reported very high pass rates on corresponding credentialing exams. Strengths of these programs included strong interest from local employers, community support, well-qualified and committed faculty, and a steady demand from students for entry-level and professional development-level training. Challenges facing programs in this area included maintaining currency of equipment and recruitment in rural areas.

This summary includes community college programs that fall within the **Diagnostic Services Pathway** related to Radiography, Nuclear Medicine Technology, Radiation Therapy, Respiratory Therapy, Cardiovascular Technology and Diagnostic Medical Sonography.

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|--|-----------|
| Number of degrees offered by the colleges: | 35 |
| Number of certificates offered by the colleges: | 26 |

Employment in this occupational area is expected to increase by about an average of 15 percent through the year 2016, nationally. Similarly in Illinois, growth in the employment of these occupations is projected at 16 percent through 2014 according to the Illinois Department of Employment Security. Generally, as the population grows and ages, there will be an increasing demand for diagnostic services. As technology advances, many testing modalities are becoming less expensive and their adoption is becoming more widespread. Although hospitals will remain the principal employer of occupations related to this pathway, a number of new jobs will be found in offices of physicians and outpatient care centers. Health facilities such as these are also expected to grow through 2016, because of the shift toward outpatient care encouraged by third party payers and made possible by technological advances that permit more procedures to be performed outside of the hospital.

The majority of these programs were continued with minor improvements. Programs identified for elimination or placement on inactive status were identified due to declining enrollments, costs of updating facilities and equipment, lack of clinical sites and difficulty retaining a qualified faculty. Overall these programs could be characterized as having increasing or steady enrollments, high retention and high to moderate completion rates. The majority of colleges also reported very high pass rates on corresponding credentialing exams.

Colleges noted many strengths of their programs in diagnostic services including updated curriculum more aligned with industry standards, curricular changes that have provided more flexibility in

student scheduling of both on campus class time and clinical site hours, highly qualified faculty, strong interest by local employers, and an increased number of existing allied health professionals looking to cross-train in related fields of study. Challenges facing programs in diagnostic services included maintaining facilities and equipment, recruitment of students in rural areas, and recruitment and retention of qualified faculty.

The **Hospitality & Tourism Cluster** prepares learners for careers in the management, marketing and operations of restaurants and other food services, lodging, attractions, recreational events and travel-related services.

This summary includes community college programs that fall within the **Personal Care Services Pathway** related to Cosmetology.

Number of degrees offered by the colleges: 3
Number of certificates offered by the colleges: 16

Employment of “hairdressers, hairstylists, and cosmetologists” should increase by 12 percent through 2014, according to the Illinois Department of Employment Security. This is primarily due to an increase in versatility of stylists who work with both men’s and women’s hair, because the demand for hair treatment by teens and aging baby boomers is expected to remain steady, and services to senior citizens are being marketed more and more.

All colleges reported plans to continue their programs in cosmetology with minor improvements. The vast majority of colleges also reported steady enrollments over the course of the past few years. Many programs continue to redesign to add structure in order to create a model that continues to increase retention and completion. The majority of colleges offering coursework in Cosmetology have centered their program around a day time format, however, opportunities have presented themselves to expand the program offerings and many are reviewing the option to develop a night class format to further address needs of students wishing to pursue this program area on a schedule more accommodating to individuals working full time.

Strengths of cosmetology programs reported by the colleges included strong enrollments, student interest and support by local employers, collaborative opportunities for dual enrollment and dual credit between many districts and local secondary schools, and an committed faculty.

Even with continued focus on retention and completion, programs continue to find funding an issue as it becomes increasingly expensive to upgrade the infrastructure, equipment and even furniture for such programs. The ability to provide leading edge education and components necessary for appropriate practice within this field will continue to be a challenge for colleges as upgrades and additions to the needed supplies in this field are necessary.

This summary includes community college programs that fall within the **Restaurant and Food/Beverage Services Pathway** related to Culinary Arts.

Number of degrees offered by colleges: 20
Number of certificates offered by colleges: 46

According to the U.S. Department of Labor Bureau of Labor Statistics, employment for chefs, cooks, and food service workers is expected to increase by 11 percent through 2016. Food service managers according to the same data, is expected to increase an average of 5 percent.

No matter what specific area of study is being considered for students entering the Culinary Arts Program, each will be provided overarching training that provides:

- Knowledge of proper sanitation in commercial food service;
- Knowledge of principles of good service and its importance in commercial food service;
- Knowledge of the principles of food preparation for various types of foods commonly used commercial food service.

In addition to skills and competency training provided above in this program area, faculty continue to encourage, support and emphasize the importance of strong employability traits such as cooperation, dependability, initiative, attentiveness, and pride of work.

One main feature of all degree and certificate bearing Culinary Arts programs at the community colleges is the extensive hands on production afforded to students that provides ample opportunity for continued growth and experience within the field. Several colleges have moved into new facilities that continues to accommodate additional students wishing to enter the program as well as providing state of the art equipment for practice upon entering employment. The new facilities place a greater emphasis on practical, hands-on skill development.

Colleges have continued to explore additional opportunities for students to complete certification exams. Several certification exams are available and the attainment of professional certifications would greatly enhance employment opportunities for program completers. Input from business and industry partners and industry associations provides the colleges with the most current data regarding necessary skills and competencies in order for students to be successful upon completion of the program and entry into employment. Many classes even utilize the industry associations' training programs to prepare students.

Exploration of day and evening classes continues to be an area of focus for advisory committees that meet to discuss curriculum as it pertains to the Culinary Arts Program. In order to stay competitive and meet the needs of students, additional evening opportunities have been developed to accommodate their schedules.

Faculty and administration are sensitive to the continued high cost of the program and seek to find

a variety of ways to either reduce cost or increase program revenue in order to maintain facilities and equipment needed for the continued success of the program.

The **Law, Public Safety, Corrections and Security Cluster** helps prepare individuals for careers in planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.

This summary includes community college programs that fall within the **Emergency & Fire Management Services Pathway** related to Fire Sciences and Administration, such as Fire Fighters and Fire Officers.

Number of degrees offered by the colleges: 25

Number of certificates offered by the colleges: 65

Twenty-seven (27) community colleges reported on programs in fire science technology, administration and emergency management services. Twenty-five (25) degree programs and 65 certificate programs were included in this review. Of these, colleges reportedly continued 83 programs with minor improvements, discontinued or eliminated five (5) programs, and scheduled two (2) for further review.

According to the U.S. Department of Labor, Bureau of Labor Statistics employment of “fire fighters, inspectors & investigators” is expected to grow by about 12 percent through the year 2016. Likewise in Illinois, growth of related occupations is expected to increase by 13 percent, according to the Illinois Department of Employment Security through 2014. Employment growth in this related occupational category is higher than the average growth projected for all occupations statewide. The majority of colleges indicated program need aligned with these projections.

Programs planned for continuation were identified by increasing or steady enrollments, strong community interest and support, active advisory committees and a strong commitment by program faculty. Several colleges reported increased interest in training related to emergency and disaster response and homeland security. Others cited continued support for developing short-term training program that meets the specific needs of local fire districts, hospital emergency units and private security providers.

One (1) college cited fire science technology programs placed on inactive status since the last review. These programs were identified as a result of declining or no student enrollments and no community interest from local fire department employees or volunteers.

Colleges described strengths of their fire science and emergency management technology and services programs as strong student interest and community support, faculty committed to providing the most relevant professional development training to the local providers, increased interest by local

employers to provide formalized credit training where it had never existed, updated curricula and equipment to support their programs.

This summary includes community college programs that fall within the **Security & Protective Services Pathway** related to Emergency Management Services, such as Homeland Security, Incident Command and Disaster Response.

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|--|-----------|
| Number of degrees offered by the colleges: | 2 |
| Number of certificates offered by the colleges: | 12 |

Four (4) community colleges reported on programs security and protective services. Five (5) degree and certificate programs were included in this review. Of these, colleges reportedly continued three (3) programs with minor improvements, discontinued or eliminated one (1) program, and scheduled another (1) program for further review. It is important to note that several colleges with related offerings requested extensions for reviewing their programs at a later date to better align with existing institutional evaluation processes. Therefore, not all colleges who offer a related program submitted a review during this year.

As the global threat of terrorism continues national trends in emergency disaster preparedness remain strong. Individuals interested in preparing solely for careers in related occupations will find good opportunities in metropolitan areas where larger security and protective services organizations exist at the local, municipal, state and federal levels. Statewide interest in emergency preparedness remain steady. Workers in first responder occupations, such as police, fire and allied health professionals, are seeking out cross-training opportunities that will better prepare them in their roles as first on-the-scene.

Colleges indicate that while there seems to be a strong interest by students for training related to emergency management, disaster response and homeland security labor market need has yet to specifically defined. Most students seem to have some previous educational background or are existing professionals within related fields, such as fire science or first responder designees. These students look to the colleges for continued professional development opportunities in new and emerging topics and issues in this field.

Most of the colleges report steady enrollments, however a few reported programs with declining enrollments. This trend was observed in an area of the state where volunteer fire departments are utilized and the cost of providing professional development falls on the students themselves.

Overall colleges reported strengths of their emergency management and related disaster response programs as having well-qualified and dedicated faculty, strong student interest, community support and active advisory committees.

CROSS-DISCIPLINARY PROGRAM REVIEW: ADULT EDUCATION

The program review process reviews adult education and ESL programs on a continuous basis to ensure services are provided to students who meet the definition of adult education. The purpose of adult education is to assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency and to assist adults in the completion of a secondary school education.

Adult Education instruction and support services are intended for students who are below the postsecondary level and (A) who have attained 16 years of age; (B) who are not enrolled or required to be enrolled in secondary school under state law; and (C) who:

- lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society;
- do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or
- are unable to speak, read, or write the English language.
-

It is important that colleges work with their adult education programs to ensure students have the information and services necessary to meet their educational goals as well as to make successful transitions to postsecondary education and/or employment. Each college reviewed their adult education programs that can be summarized in the following categories: Curriculum and Class Structure; Technology; and Student Services and Transition Initiatives.

Curriculum and Class Structure

Many of the colleges reviewed provided descriptions of the new strategies that have been developed which are designed to enhance classroom instruction. The curriculum at institutions have been aligned with state ABE/ASE/ ESL standards designed to ensure content is the same within every institution. A substantial amount of time has been invested in ensuring that curricula are thematically and grammatically integrated, is structured curriculum and maintains flexibility, integrates research based practices such as STAR (Student Achievement in Reading), and is comprehensive in nature. In addition, college adult education programs are concerned with the need to offer a variety of programs to enhance student learning as well as the need to appropriately tracks student performance using currently approved standardized assessments.

Adult Education programs have also modified their class structure in order to accommodate the needs of the students. Many have established new partnerships that will enable them to open new satellite locations within the community for students. They have examined data pertinent to the areas and have conducted surveys to determine the locations for these classes as well as student need for adult education services. Concerns that have been expressed focus on the ability to maintain and implement these services with declining resources.

Technology

College Adult Education programs have begun to incorporate technology within the adult education classrooms. The use of the *GED-i* instructional program is one of the new tools that has been used to enhance instructional offerings. *GED-i* is a web-based tool designed to be used as a supplement to current classroom instruction or as a distance education tool. Adult Education Programs within colleges have increased the use of the tool within the classroom as well as an option for at a distance instruction.

Other tools are also used as a supplement to instruction including MERIT, an ESL Writing software, and PLATO. It was noted that colleges have allowed adult education students to use computer labs within their institutions. In addition, web sites have been redesigned to better link students to services within the college.

Student Services and Transition Initiatives

Another area of great attention is the area of student services and transition initiatives. There is a growing need to transition more adult education students to post-secondary education. Colleges have reached out to expand services to adult education students. These services include more emphasis on advisement and program planning, offering college incentive programs for advanced students to take limited number of tuition free college credit courses, scholarships for adult education students, career nights, expanding opportunities for students to participate in TRIO orientations, campus tours, and developing staff positions such as Transitions Liaisons/Counselors to enhance services to the adult education student.

Also, adult education programs within colleges have instituted bridge instruction and other transition initiatives into the menu of instruction including creation of classes to move ESL students to postsecondary education. These initiatives are designed to move students along a career pathway and into postsecondary education and/or employment. Some of the Adult Education programs have participated in the Shifting Gears Initiative as well as other Illinois Community College Adult Education Bridge Grant opportunities. In addition, college adult education programs have instituted career awareness activities designed to assist students in making decisions about entering postsecondary education.

Other Concerns

Some colleges have a few additional concerns that were not addressed above. These concerns coupled with declining resources make it difficult to provide a variety of services to all students in need of instruction; additional resources needed to provide enhanced support services including childcare, transportation, etc.; the inconsistent method from institution to institution in claiming units to restricted and unrestricted; the use of the repeatability rule in adult education having a negative impact; and immigration issues and emphasis on immigration status that have affected enrollments in adult education programs.

STUDENT AND ACADEMIC SUPPORT SERVICES

Community college student support services assist students in making appropriate academic and career plans, offering resources, and enriching their college experience. Colleges were asked to submit a Student & Academic Support Services Review Report that addressed major findings, improvements, and modifications of several areas within student support. Reports could include one or more of the following key service areas: Advising and Counseling Services, Recruitment, and Admissions and Records. While other service areas within student support were allowable, listed below are the dominant service areas and statewide programmatic issues that were reported. Sixty-eight (68) Student and Academic Support Services programs were reviewed in fiscal year 2008.

Advising and Counseling Services

Counseling services center around academic, career, and personal counseling, but an increase has been noted in substance abuse, mental, and disabilities counseling. In order to accommodate student needs, an assessment of student satisfaction has been emphasized through upgrading and/or expanding surveys. Most colleges reported that assessment of counseling services are continually monitored to ensure student needs are being met. Students have access to several venues for requesting counseling services. These include walk ins, appointments, phone, group, and on line. Positive results include more appropriate delivery systems, more efficient and accurate advisement, and more significant statistics. Several colleges reported hiring additional adjunct and full time counselors to cope with counseling increases. The need for more staff has also increased the need for professional development and training.

Recruitment

Attracting and keeping students have been hindered by the lack of funding which has suffered substantial steady decreases. Although recruitment remains ongoing within the colleges, findings revealed a need for improvement in several areas. One area that requires constant updating is marketing. Brochures, flyers, pamphlets and media are needed materials to promote the college and highlight programs and services. Several colleges reported that they are not able to employ enough personnel trained in creating effective marketing materials and evaluating marketing trends and often lack the necessary funding for updating marketing methods. An increased presence in recruitment events is another area needed to boost recruitment. Relationships with the local high schools, businesses, and social agencies must continually be developed. Besides developing outside relationships to strengthen recruitment, colleges noted that marketing and recruitment efforts must involve all college departments. Departments such as financial aid and advising are instrumental in the recruitment process. Recruitment requires constant improvement and updating of resources in order to attract and retain students.

Admissions and Records

The Office of Admissions and Records provides an array of services that touch students from their initial inquiry to beyond their departure from the college. Perhaps the greatest asset in providing resources to Admissions and Records has been the use of technology to provide more efficient and

effective services to students and assist staff. While many colleges have experienced decreases in the number of positions, it is the leveraging of technology that has maintained services. One of the primary issues facing community college admissions and records is how to handle the services for the increasing number of online student enrollments. Another issue facing admissions and records is the demographic shift in enrollments. More Hispanics, returning veterans, unemployed workers, and students with disabilities are seeking enrollment which often means increased or different resources in educational planning. Required confidentiality of records, student orientation, transcripts, transfer and recruitment also remain challenging as colleges strive toward continuous improvement. Technology has transformed the way students are served. In the past, colleges communicated with its students through print and face-to-face. Today students expect more services through an automated process. Because of technology, the registration process has significantly improved for students and staff.

All the colleges reporting stressed the need for more funding. With federal and state mandates requiring more services to a more diverse population, colleges have no recourse but to pass the cost to students. This, in turn, defeats the mission of community colleges.

CONCLUSION

The *Program Review Statewide Summary for Fiscal Year 2008* provides evidence of the community college system's continued efforts towards meeting the diverse needs of their communities. As the economy continues to wane constraints on fiscal resources increase, and so do enrollments at our institutions forcing colleges to implement strategies that maintain quality services to their districts. Community college program review submissions for this fiscal year affirm the system is doing just that. Colleges reviewed a total of 1,021 instructional programs during fiscal year 2008, making recommendations for continuing, modifying or eliminating curricula and courses in a broad range of academic and career and technical program areas.

Seventy-eight (78) Academic programs within Mathematics were reviewed this fiscal year, all recommended for continuation with minor improvements noted. Major challenges cited by the colleges in maintaining high quality mathematics offerings included increasing the number and level of articulation for individual courses from the secondary to post-secondary level, addressing the increasing needs for remedial instruction in this discipline, and utilizing outcomes assessment data for short- and long-term improvement.

Eight hundred eighty-seven (887) Career and Technical Education programs were reviewed this fiscal year. Of those, 728 programs were continued with only minor improvements, 63 programs were significantly modified, 69 programs were identified for elimination, and 27 programs were scheduled for further review during the coming year. Over the fiscal year 2008 program review cycle, the career and technical program areas that experienced the most significant activity in terms of expansion and/or elimination of programs were *related to Architecture and Construction, Business Management and Administration, Health Sciences, Hospitality and Tourism, and Law, Public*

Safety, Corrections and Security. Program review submissions by the colleges in these program areas clearly illustrate the system's responsiveness to local economic needs and student interests through the revision of existing programs, addition of new programs, and elimination of under-performing programs. **Seventy-seven (77)** new A.A.S. degree and Certificate programs, related to the programmatic areas reviewed this cycle, were added during fiscal year 2008. Community colleges's program review summaries this year illustrate how institutions continue to strive towards developing and maintaining, cost-effective, high quality and technologically advanced career and technical programs that meet both student interests and local business/industry needs.

The purpose of adult education is to assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency, and, to assist adults in the completion of a secondary school education. There were **56 adult education programs** submitted for review this fiscal year. Program review of these programs occurs on a continuous basis and this year marks the first year community college adult education programs were required to submit their review summaries to ICCB for inclusion in the statewide summary report. Adult education will continue to be reviewed locally each year, however, statewide summary of activities will be considered as part of the uniform five-year program review cycle. Evaluation of adult education providers this year identified strengths and challenges of programs that could be categorized into four (4) main areas. Those areas were Curriculum and Class Structure, Technology, Student Services and Transition Initiatives, and Miscellaneous Concerns. Adult education providers across the state continuously evaluate their programs to not only ensure services are being provided according to the appropriate definition(s) for adult education, but also, to ensure the success of their students in education and employment opportunities.

Colleges continue to provide access and opportunity to nearly one million diverse students annually, including those seeking assistance deciding on a new career or upgrading skills for their current occupation, persons interested in transferring to another college or university, and students who need to sharpen their basic skills. Program review submissions this fiscal year also illustrate that the colleges are committed to continuous improvement of not only their instructional programs, but also their student and academic support programs and services. Sixty-eight (68) *Student and Academic Support Services programs* were reviewed in fiscal year 2008. College submissions centered around three main areas: Advising and Counseling Services, Recruitment, and Admissions and Records. Colleges identified numerous state-level issues challenging student and academic support services. Those issues included the continued need to increase staffing, update or expand facilities, update both text and electronic materials, maintain the most current computer/internet access, and increase security surrounding confidential student information. Funding was also a significant concern for many institutions.

Finally, program review, as an accountability tool, has always been useful in illustrating the changing menu of community college program offerings while also providing evidence of stability in program quality and effectiveness from review cycle to review cycle. Review of *Academic programs, Career and Technical programs, Cross-Disciplinary programs (adult education), as well as Student and*

Academic Support Services programs provides our institutions with the opportunity to evaluate their broad-level successes and challenges. Reporting their findings back to ICCB enables each institution to summarize their assessments and share their ideas and/or concerns for each of the program areas. Providing a *Statewide Summary Report* and including the following *Best Practices* compendium offers the system a look at the past fiscal year's program evaluation and assists colleges in sharing their program successes. Through this year's submissions and the *Statewide Summary Report*, it is obvious that community colleges across our state have again proven their willingness to revise existing programs, eliminate programs that are no longer needed, and develop new programs that meet the emerging needs of industry in order to remain the most cost-effective and innovative provider of educational programs and services to their districts.

| Illinois Community College Board Table A-1 LIST OF PROGRAMS REVIEWED BY COMMUNITY COLLEGES DURING FISCAL YEAR 2008 | | | |
|---|--------------------------------------|------------------------------------|--|
| College | # of Occupational Curricula Reviewed | # of Academic Disciplines Reviewed | # of Dev/Adult Education Programs Reviewed |
| Black Hawk | 27 | 2 | 4 |
| Chicago | | | |
| Daley | 16 | 1 | 1 |
| Kennedy-King | 10 | 1 | 1 |
| Malcolm X | 9 | 3 | 3 |
| Olive-Harvey | 3 | 1 | 0 |
| Truman | 4 | 2 | 1 |
| Washington | 4 | 2 | 1 |
| Wright | 7 | 1 | 1 |
| Danville | 8 | 1 | 1 |
| DuPage | 33 | 1 | 1 |
| Elgin | 44 | 2 | 2 |
| Harper | 33 | 1 | 2 |
| Heartland | 13 | 1 | 1 |
| Highland | 8 | 1 | 1 |
| IL Central | 27 | 1 | 1 |
| Illinois Eastern | | | |
| Frontier | 8 | 1 | 1 |
| Lincoln Trail | 12 | 1 | 1 |
| Olney | 11 | 1 | 1 |
| Wabash | 4 | 1 | 1 |
| IL Valley | 10 | 1 | 1 |
| Joliet | 29 | 0 | 1 |
| Kankakee | 34 | 1 | 1 |
| Kaskaskia | 32 | 8 | 0 |
| Kishwaukee | 17 | 3 | 1 |
| Lake County | 45 | 1 | 1 |
| Lake Land | 16 | 1 | 2 |

| Illinois Community College Board Table A-1 LIST OF PROGRAMS REVIEWED BY COMMUNITY COLLEGES DURING FISCAL YEAR 2008 | | | |
|---|--------------------------------------|------------------------------------|--|
| College | # of Occupational Curricula Reviewed | # of Academic Disciplines Reviewed | # of Dev/Adult Education Programs Reviewed |
| Lewis & Clark | 15 | 1 | 1 |
| Lincoln Land | 24 | 0 | 1 |
| Logan | 16 | 1 | 1 |
| McHenry | 7 | 2 | 1 |
| Moraine Valley | 24 | 1 | 2 |
| Morton | 9 | 7 | 0 |
| Oakton | 22 | 2 | 1 |
| Parkland | 26 | 1 | 1 |
| Prairie State | 20 | 1 | 1 |
| Rend Lake | 21 | 1 | 1 |
| Richland | 10 | 7 | 1 |
| Rock Valley | 21 | 1 | 1 |
| Sandburg | 5 | 1 | 1 |
| Sauk Valley | 11 | 1 | 1 |
| Shawnee | 13 | 1 | 1 |
| South Suburban | 35 | 1 | 1 |
| Southeastern | 24 | 1 | 2 |
| Southwestern | 49 | 2 | 3 |
| Spoon River | 3 | 3 | 0 |
| Triton | 38 | 1 | 1 |
| Waubonsee | 15 | 1 | 1 |
| Wood | 15 | 1 | 1 |
| TOTALS | 887 | 78 | 56 |

Illinois Community College Board
Table A-2
SUMMARY OF FISCAL YEAR 2008 REVIEWS OF
OCCUPATIONAL PROGRAMS BY COLLEGE

| College | Number of Programs Reviewed | (1) Number Continued with Minor Improvements | (2) Number Significantly Modified | (3) Number Identified for Elimination | (4) Number Identified for Further Review |
|------------------|-----------------------------|--|-----------------------------------|---------------------------------------|--|
| Black Hawk | 27 | 20 | 6 | 0 | 1 |
| Chicago | | | | | |
| Daley | 14 | 5 | 2 | 9 | 0 |
| Kennedy-King | 10 | 8 | 0 | 2 | 0 |
| Malcolm X | 9 | 8 | 0 | 1 | 0 |
| Olive-Harvey | 3 | 3 | 0 | 0 | 0 |
| Truman | 4 | 2 | 2 | 0 | 0 |
| Washington | 4 | 4 | 0 | 0 | 0 |
| Wright | 7 | 6 | 0 | 0 | 1 |
| Danville | 8 | 6 | 0 | 1 | 1 |
| DuPage | 33 | 27 | 4 | 0 | 2 |
| Elgin | 44 | 44 | 0 | 0 | 0 |
| Harper | 33 | 31 | 0 | 1 | 1 |
| Heartland | 13 | 10 | 2 | 0 | 1 |
| Highland | 8 | 5 | 0 | 3 | 0 |
| Illinois Central | 27 | 24 | 0 | 3 | 0 |
| Illinois Eastern | | | | | |
| Frontier | 8 | 7 | 0 | 1 | 0 |
| Lincoln Trail | 12 | 7 | 2 | 5 | 0 |
| Olney | 11 | 8 | 0 | 1 | 2 |
| Wabash Valley | 4 | 2 | 0 | 1 | 1 |
| Illinois Valley | 10 | 10 | 0 | 0 | 0 |
| Joliet | 29 | 29 | 0 | 0 | 0 |
| Kankakee | 34 | 29 | 0 | 2 | 1 |
| Kaskaskia | 32 | 31 | 0 | 1 | 0 |
| Kishwaukee | 17 | 15 | 0 | 2 | 0 |
| Lake County | 45 | 43 | 2 | 0 | 0 |
| Lake Land | 16 | 15 | 0 | 1 | 1 |
| Lewis & Clark | 15 | 13 | 0 | 2 | 0 |
| Lincoln Land | 24 | 20 | 2 | 1 | 1 |

Illinois Community College Board
Table A-2
SUMMARY OF FISCAL YEAR 2008 REVIEWS OF
OCCUPATIONAL PROGRAMS BY COLLEGE

| College | Number of Programs Reviewed | (1) Number Continued with Minor Improvements | (2) Number Significantly Modified | (3) Number Identified for Elimination | (4) Number Identified for Further Review |
|----------------|-----------------------------|--|-----------------------------------|---------------------------------------|--|
| Logan | 16 | 16 | 0 | 0 | 0 |
| McHenry | 7 | 7 | 0 | 0 | 0 |
| Moraine Valley | 24 | 17 | 6 | 0 | 1 |
| Morton | 9 | 9 | 0 | 0 | 0 |
| Oakton | 22 | 22 | 0 | 0 | 0 |
| Parkland | 26 | 25 | 0 | 0 | 0 |
| Prairie State | 20 | 9 | 0 | 1 | 7 |
| Rend Lake | 21 | 12 | 3 | 6 | 0 |
| Richland | 10 | 10 | 0 | 0 | 0 |
| Rock Valley | 21 | 14 | 5 | 2 | 0 |
| Sandburg | 5 | 3 | 0 | 2 | 0 |
| Sauk Valley | 11 | 7 | 0 | 3 | 1 |
| Shawnee | 13 | 10 | 0 | 1 | 2 |
| South Suburban | 35 | 17 | 16 | 2 | 0 |
| Southeastern | 24 | 24 | 0 | 14 | 0 |
| Southwestern | 49 | 47 | 0 | 1 | 1 |
| Spoon River | 3 | 0 | 3 | 0 | 0 |
| Triton | 38 | 18 | 8 | 10 | 2 |
| Waubonsee | 15 | 15 | 0 | 0 | 0 |
| Wood | 15 | 14 | 0 | 1 | 0 |
| TOTALS | 885 | 728 | 63 | 80 | 27 |

| Illinois Community College Board Table A-3 OCCUPATIONAL PROGRAMS ELIMINATED THROUGH PROGRAM REVIEW IN FISCAL YEAR 2008 | |
|---|--|
| District/College | Program Title |
| Black Hawk | Business Information Technology Certificate |
| | Management A.A.S. - Human Resource Option |
| | Management A.A.S. - Industrial Management Option |
| | Management A.A.S. - Marketing Management Option |
| | Management A.A.S. Officer Manager. Option |
| | Technical Communications Certificate |
| | |
| CCC-Richard Daley | Architectural Drafting A.A.S. |
| | Architectural Drafting Certificate (Advanced) |
| | Architectural Drafting Certificate (Basic) |
| | Building Maintenance Certificate |
| | CAD Technology A.A.S. |
| | Dietary Aide Certificate |
| | Drafting & Machine Design Certificate |
| | Materials Management Certificate |
| | Office Information Systems A.A.S. |
| | |
| CCC-Kennedy-King | Pastry & Baking Certificate |
| CCC- Malcolm X | Surgical Technician Certificate |
| Danville | Desktop Publishing A.A.S. |
| Harper | Vascular Technology Certificate |
| Highland | Business Management A.A.S. |
| | Information/Word Processing A.A.S. |
| | Office Technology A.A.S. |
| Illinois Central | Dental Assisting Certificate |
| | Dietary Manager Certificate |
| | Information Processing Management. A.A.S. |
| IECC-Frontier | Computer Applications Certificate |
| IECC-Lincoln Trail | A+ Hardware Certificate |
| | Building Maintenance A.A.S. |
| | Hospitality Management. A.A.S. |
| | Microsoft Computer Systems Engineer Certificate |

| Illinois Community College Board Table A-3 OCCUPATIONAL PROGRAMS ELIMINATED THROUGH PROGRAM REVIEW IN FISCAL YEAR 2008 | |
|---|---|
| District/College | Program Title |
| IECC-Lincoln Trail | Programming Certificate |
| IECC-Olney Central | Advanced Network Specialist Certificate |
| IECC-Wabash Valley | Legal Secretary Certificate |
| Kankakee | Emergency Management A.A.S. |
| | Emergency Management Specialist Certificate |
| Kaskaskia | Basic Commercial Cooking Certificate |
| Kishwaukee | Information Processing Certificate |
| | Legal Transcription Certificate |
| Lewis & Clark | Paramedicine A.A.S. |
| | Paramedicine Certificate |
| Lincoln Land | Dietary Manager Certificate |
| Prairie State | Firefighter III Certificate |
| Rend Lake | Basic Fire Fighter Certificate |
| | Business Management A.A.S. |
| | Computer Technology Certificate |
| | EMT-Paramedic Certificate |
| | Fire Officer I Certificate |
| | Fire Science A.A.S. |
| Rock Valley | Computer Aided Mechanical Design A.A.S. |
| | Mechanical Design Certificate |
| Sandburg | Computer-Aided Drafting/Design Certificate |
| | Microcomputer Applications Specialist Certificate |
| Sauk Valley | Mechanical Drafting Certificate |
| | Mechanical Engineering Tech. A.A.S. |
| | Property Maintenance Specialist Certificate |
| Shawnee | Dietician Certificate |
| South Suburban | Diagnostic Medical Sonography Certificate |
| | Equine Operations Certificate |
| Southeastern | Baking Technology Certificate |
| | Building Maintenance Certificate |
| Southeastern | Construction Management Technology A.A.S. |

| Illinois Community College Board Table A-3 OCCUPATIONAL PROGRAMS ELIMINATED THROUGH PROGRAM REVIEW IN FISCAL YEAR 2008 | | |
|---|--|--------------------------------------|
| District/College | Program Title | |
| Southeastern | Construction Management Technology Certificate | |
| | Cooking Technology Certificate | |
| | Data Entry Processing Certificate | |
| | Food Service Technology A.A.S. | |
| | Food Service Technology Certificate | |
| | Industrial Maintenance Certificate | |
| | Meat Cutting Certificate | |
| | Mid-Management Certificate | |
| | Secretarial Certificate | |
| | Short Order Cook Certificate | |
| | Stenography Certificate | |
| | Southwestern | Cardiology Technician Certificate |
| | Triton | Administrative Assistant Certificate |
| Advanced Mammography Certificate | | |
| Architectural Certificate | | |
| Architectural Drafting Certificate | | |
| Architectural Model Building Certificate | | |
| Architectural Rendering Certificate | | |
| Computerized Tomography Certificate | | |
| E-Commerce Certificate | | |
| Engineering Technology-CAD A.A.S. | | |
| Magnetic Resonance Imaging Certificate | | |
| Wood | | Dietary Manager Certificate |

PROGRAM REVIEW STATEWIDE SUMMARY

BEST PRACTICES

FISCAL YEAR 2008

The following is a compendium of Best Practices as submitted by the community colleges with their Fiscal Year 2008 Program Review summaries. Submission of a best practices was optional and could be drawn from any area of the institution including Instructional Programs (Academic, Career and Technical Education, or Cross-Disciplinary), Student and Academic Support Services, or Administrative Functions. The practices submitted here have been organized, however, into categories that encompass 4 major areas: *Student Preparation and Retention*, *Community Relations and Outreach*, *Faculty Development*, and *Secondary Educational Relations and Outreach*. These newer categories are for quick reference and information sharing amongst appropriate partners.

Seventeen (17) colleges and 25 *Best Practices* are included in this year's compilation. While not mandatory, ICCB staff highly encourages each institution to submit at least one best practice per fiscal year. These practices reflect just a few of the many positive, effective and innovative activities being utilized across the state for promoting community college programs and services.

For college staff interested in learning more regarding a specific Best Practice, contact information has been provided.

Student Preparation and Retention

Title of Best Practice: *The Unique Applications of Curriculum Advising and Program Planning (CAPP) Software*

College: John Wood Community College

Contact Information: Bonnie Scranton, Dean of Enrollment Services
Phone: 217-641-4336, Email: bscranton@jwcc.edu

Description of Innovation: JWCC's unique application of CAPP software began with work done by our systems analyst and coordinator of records and registration. After ensuring that all current curricula was built correctly in CAPP, they developed three distinct systems-based outputs for use in advising, financial aid compliance, and graduation audits. Each of these is described in brief below:

Advising: A one page degree audit , using current and past Banner history, provides easy to read, user friendly reports identifying selected students' educational coursework requirements, coursework completed, and coursework categorized as used or not used toward degree or certificate completions. Developed as simple one or two page report for advising purposes, the format is easily understood and can be effectively shared with students better educating them about their academic progress. A staff member generates these reports and places them in the student's academic file before each advising appointment, the audit is given to the student as a reference document.

Financial Aid: Special access queries have been built using CAPP for financial aid compliance processes. Through this process, JWCC staff can identify classes in student schedules for upcoming terms that do not fulfill program requirements. Courses that are at the developmental level are automatically excluded, based upon federal financial aid regulations. A list of potential problems is generated. The list includes student names, ID numbers, a listing of courses not required in the recorded plan of study, along with other pertinent student demographic information. The list is first reviewed by the Academic Records staff to determine if required courses are acceptable pre-requisites to required courses. After that review, letters are generated to inform affected students that flagged classes will not be included in their financial aid award. Copies of the letters are forwarded to Academic Advising, who can then work one on one with those affected students to adjust schedules as is appropriate or students may choose to retain the ineligible class within their schedule and have those credit hours excluded from their financial aid award calculations.

Graduation Audits: Academic Records staff uses the baseline CAPP software for degree audits, reducing time spent in this detail-laden process. This application reduces the potential for error and significantly improves efficiency. Academic Records and Advising staff can produce identical reports, thus allowing these departments to easily co-review student records. One major benefit of this process is the elimination of conflicting information for students and staff. Additionally, it reduces the number of manual reviews previously required to ensure accuracy in the awarding of degrees. Lastly, automating degree checks in this manner greatly reduces the time required to confirm completion of degrees and certificates, post those completions to official transcripts, and put diplomas in the hands of graduates.

Results/Measurable Outcomes: In all the applications noted above, the measurable outcome is improved customer/student service. In addition, students are held more accountable for course selection and progress toward completion of their declared educational goals. More engagement in this process serves all students well particularly those that will be transferring to much larger universities where they are expected to be self sufficient and responsible for course selections.

Title of Best Practice: *High School Math Competitions*

College: Sauk Valley Community College

Contact Information: Steve Shaff, Professor of Mathematics,
Phone Number: 815-288-5511 x 238, E-mail: shaffs@svcc.edu

Description of Innovation: Every year, area high school students are invited to Sauk Valley Community College to participate in the American Mathematics Competitions (AMC). Tuition waivers and other awards are presented to top scoring students. This activity offers an opportunity for outstanding math students in our area to deepen their problem solving skills and be recognized for their achievement --See appendix. Sauk Valley Community College also sponsors several area high school math teams; these teams are coached by Steve Shaff, SVCC Professor of Mathematics. Practices are held at the college from January through April each year; team members participate in regional and state competitions sponsored by the Illinois Council of Teachers of Mathematics

Results/Measurable Outcomes: Each year, several AMC participants qualify to participate in the next level of competition, the American Invitational Math Exam (AIME), which is also held

at SVCC. In 2004 and 2005, one of our participants qualified for participation in the USA Mathematical Olympiad (USAMO) – a very prestigious competition for which only a handful of students qualify nationally. In 2007, two students on the Sterling HS math team qualified for the ICTM state contest and placed in the top seven in their individual event. The team received a third place trophy in the geometry event and a seventh place trophy in the Fresh-Soph eight person event.

Title of Best Practice: Math Review for the Nursing and Culinary Arts Program

College: Rend Lake College

Contact Information: Barbara Davenport, Division Chair, ath/Science/Ed/Health & P.E.
Phone: 618-437-5321 x 1258

Description of Innovation: Based on the low scores students were obtaining in the Math section of the Nurse Entrance exam (NET), the Allied Health Division Chair requested the development of a math review course that could be taken by potential nursing students prior to taking the NET. As a result, MATH 1601, Math review course for Nurses, was developed. This course is intended for nursing students who need an intense review of the fundamental processes in arithmetic and elementary algebra. Topics include whole numbers, fractions, decimals, percents, algebraic operations, signed numbers, simple equations, and special products. This half credit course is taught as a pass/fail course and can be repeated up to three times. A significant increase in scores on the math section on the NET was observed as a result of this review class.

Similarly, MATH 1602, Math Review for Culinary Arts was developed in FY 2008. A need for this review class was identified as culinary arts students continued to demonstrate low success rates in the program required culinary arts math course. Although it is still too soon to assess the effectiveness of the math review course for the students, it is hoped that this practical application course will help improve retention in the Culinary Arts Math course.

Results/Measurable Outcomes: An increase in math scores on the NET has been observed since the development of the review course. Analysis of the success of the math review course for Culinary Arts is still in progress. Assessment results for these two courses will be studied to observe five year trends.

Title of Best Practice: Fire Brigade Training for Coal Miners

College: Southeastern Illinois College

Contact Information: Dana Keating, Vice President for Academic and Student Affairs
Phone: 618-252-5400 x 2200, Email: dana.keating@sic.edu

Description of Innovation: Coal mines are required to have a trained fire brigade to provide immediate response to fire emergencies. The closest training center has been in Beckley, West Virginia. With the addition of SIC's Fire Science Training Facility, Southeastern has been able to provide training locally. The Fire Science Training Facility was created in cooperation with the University of Illinois Fire Service Institute. Since 2003, Southeastern has been conducting fire brigade training for area coal mines in its Fire Science Training Center, and is the only

community college providing fire brigade training. Many mines have opted to use SIC for their training, and have been very pleased with the quality of the training provided. There are approximately 8,200 coal miners employed at 77 underground and surface mines within a 100-mile radius of Southeastern's campus. The need for fire brigade training is growing and more rigorous and frequent training is going to be mandated.

Results/Measurable Outcomes: During its first year of operation, the college provided training for 57 coal miners from one local mine. During fiscal year 2007, that number had grown to 228 coal miners from six mines throughout the region. Continued growth is expected.

Title of Best Practice: *Greater Elgin Family Care Center Dental Clinic (GEFCCDC)*

College: Elgin Community College

Contact Information:

Kimberly S Plate, CDA – Dental Assisting Program Director
Phone: 847-214-7351, Email: kplate@elgin.edu

Description of Innovation: The GEFCCDC is a cooperative venture between ECC and The Greater Elgin Family Care Center of Elgin. ECC leases the dental assisting classroom spaces to Greater Elgin so that they can hold a dental clinic weekly to meet the needs of the low income population of the Fox Valley area. The Clinic employs a manager to schedule the patients and volunteer dentists. The clinic also supplies their own disposables and dental materials. ECC provides the equipment, utilities, and the student dental assistants to work in the clinic. ECC also provides faculty to supervise and instruct the students.

Results/Measurable Outcomes: The result of this venture has been very successful. Many of the area dentists have commented on how much better prepared the students are when they reach the "real world of dentistry". They have more self confidence and self assuredness. They also have a better understanding of expectations of a dental assistant.

Title of Best Practice: *Using Technical Enrollment Facilitators (T.E.F.'s) at New Student Orientation*

College: Elgin Community College

Contact Information:

Dr. Jennifer McClure, Registrar, Phone: 847-214-7460
Email: jmclure@elgin.edu

Description of Innovation: At New Student Orientation, training is provided on how to navigate web-based application for registering, schedule search, etc. Students learn how to register via the web from the start, further reducing long lines at peak periods

Results/Measurable Outcomes: New students learn how to utilize the web environment to answer their questions regarding programs and curricula as well as registering themselves. This has resulted in increasing numbers of students registering on the web every semester. Students appreciate the convenience, and ECC has been able to shift resources to meet other student needs.

Title of Best Practice: Admissions Department Involvement in New Student Orientation

College: Elgin Community College

Contact Information: Trevell Eddins, Director of Recruitment and Admissions
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Description of Innovation: Over the past year, the Admissions and Recruitment Department has begun working more closely with the Office of Student Life in implementing the New Student Orientation Program. All students who are attending college for the first time are required to complete Orientation prior to registering for classes. The Admissions Office not only coordinates all new student reservations and assists with check-in for each orientation session, but they have also been an integral part of the team that redesigned the session content and delivery. We have purposefully developed a First-Year Experience (FYE) program where we recognize that having a successful first-year in college begins with the information students receive as they express interest in the college and through the enrollment process. Admissions and Student Life have collaborated to ensure students are receiving the right information at the right time in the FYE cycle.

Results/Measurable Outcomes: Too early to assess but observational data are positive. Students receive accurate information about orientation early in the process and Admissions personnel provide additional support for the day's activities. This program results in more high school students starting college-level work immediately upon exiting their high school rather than with a time delay in college work due to remediation after high school graduation. Data is minimal since this was the 1st year of the project.

Title of Best Practice: Rock Valley College Math Lab

College: Rock Valley College

Contact Information: Bob Hessel, Math Lab Coordinator, Phone: 815-921-3457
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Description of Innovation: In 2007, the Rock Valley College Math Lab was established to address retention and success needs, the need for greater interaction between students and faculty outside the classroom as evidenced by the 2006-07 Foundations of Excellence Self Study, and the need for a classroom for computer based self-directed algebra classes. Full and part time math faculty provides tutoring in the lab for all math classes to students on a free, drop-in basis. The lab also contains 24 computers for math related uses and math classes that have a computer component. When not open for tutoring and studying, the lab functions as a math classroom for self paced algebra classes. Additional resources include textbooks for all math classes, DVD lessons, and a graphing calculator rental program.

Results/Measurable Outcomes: Success is measured by total visits and total number of students using the lab. It is also measured by student satisfaction surveys. At the end of the Spring 2008 semester, there were a total of 1529 visits from 350 different students. This was an increase from Fall 2007. Survey averages were between four and five where five is the best rating.

Title of Best Practice: Student Senate Annual Survey

College: John A. Logan College

Contact Information: Adrienne Barkley Giffin; Director of Student Activities & Cultural Events, Phone: 618-985-3741 x 8287 Email: adriennebarkley@jalc.edu

Description of Innovation: As stated earlier in this report, the Student Senate created its first Student Issues Survey in spring 2007 to identify and address student issues. The uniqueness of this project was that it was a survey to ascertain and address the issues of students utilizing a survey instrument that was completely designed by students. The survey was distributed and tallied with the assistance of the Office of Institutional Research. In the first-ever effort of this survey during spring 2007, a total of 379 students responded. The survey was again distributed (with some modification by the students) during the spring of 2008 with a total of 354 respondents.

The results of these surveys were made openly available to both College employees as well as to all students either via e-mail or on bulletin boards.

Results/Measurable Outcomes: Utilizing the results of the first survey, the 2007-2008 Senate worked with the College administration and board of trustees to bring an ATM to campus, install paper towel dispensers in restrooms, establish a class cancellation text-messaging system, and create two student information centers. After completion of the second survey, the College has added 3 picnic tables under the trees at the College's E-wing to help keep smokers out of the walkway. Plans are also underway to install more bicycle racks at the main entrances and to add seating in the hallways to make for easier passage. During the fall of 2008, the Student Senate plans to work with the College's food service provider as well as study some textbook issues that were brought to light with the second survey effort. The results of these surveys and the actions taken due to them have been so valuable to the College and the students (giving them a sense of empowerment by seeing that their concerns are being addressed) that plans are to make the survey an annual event.

Title of Best Practice: I-clickers

College: Olney Central College

Contact Information: Nancy Buttry, Associate Dean of Allied Health
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Description of Innovation: I-clickers were purchased for the nursing program. They were used in classrooms for critical thinking questions. Students clicked their response, and instructors were able to determine which incorrect responses students were choosing and instructors could immediately assess student learning. They were then able to discuss why each wrong answer was

incorrect, This process helped students to develop critical thinking skills; it also helped students learn how to apply knowledge gained and to understand how to be better prepared for these types of questions on the nursing licensure exam.

Results/Measurable Outcomes: Instructors were able to immediately assess student learning and adjust their teaching for better student understanding. Since I-clickers were purchased this year, it is not yet known what impact they may have had on licensure pass rate.

Title of Best Practice: Student Activities Leadership Development

College: Oakton Community College

Contact Information: Ann Marie Barry, Director of Student Activities
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Description of Innovation: Student Activities offers a multifaceted leadership development program. Officers and active participants of major clubs are required to attend 10 to 15 sessions each year (depending on funding level). Officers and active participants of other clubs are encouraged to attend as well. Offerings include:

- ▶ Leadership Series – 5 to 6 workshops per year by outside speakers focusing on areas such as financial responsibility, study skills, diversity, conflict resolution, and personal leadership skills.
- ▶ Leadership Workshop – Mini programs of 30-45 minutes presented by student activities staff members.
- ▶ Officer training – Officers of student clubs and organizations are provided the opportunity to attend a number of officer training programs.

Results/Measurable Outcomes: Student interest in leadership development programs has prompted the Student Activities Office to expand the number and variety of college offerings. Student evaluation of programs remains positive.

Student interest in leadership development programs has prompted the Student Activities Office to expand the number and variety of offerings. Student evaluations of programs remain very positive.

Title of Best Practice: Computer Assisted Developmental Math

College: Spoon River College

Contact Information: Jim Genandt, Dean of Instruction, Phone: 309-649-6268
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Description of Innovation: Spoon River College, through its Title III Strengthening Institutions grant project, has been reviewing and revising its developmental education to improve effectiveness of learning for at-risk students. The first area of emphasis for review and revision was developmental math. Full-time instructors led the way in reviewing information, ideas, and best practices at other institutions before recommending and implementing a pilot project at the Canon campus using the Hawkes Learning System. The Title III grant provided resources to start the project and provide faculty training.

Results/Measurable Outcomes: The results from the spring 2008: of 65 students who completed the coursework using the Hawkes system, 91 percent earned a grade of C or higher. The math instructors are investigating expanding use of the Hawkes system to other college sites as well as into college level math courses.

Title of Best Practice: Campus Massage Therapy Clinic

College: Kaskaskia College

Contact Information: Keith Shaw, Physical Therapy Director, Phone: 618-545-3220
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Description of Innovation: The Massage Therapy Program conducts an on-campus massage therapy clinic every spring which allows students to gain clinical experience under the supervision of two different massage therapy instructors. Students perform massages on actual clients and receive feedback on performance from the client and the instructor. Students in the Massage Therapy Program are required to participate in program marketing outings each semester. During these outings, the students give supervised chair massages and interact with the public and develop a client list for the spring massage client. These outings are meant to be an opportunity for students to network, and possibly develop client relationships which may last after graduation.

Results/Measurable Outcomes: Student skills are measured by their customers. These evaluations help determine areas of competency and needs for improvement. This hands on experience defines true workforce experience.

Title of Best Practice: A Writing Center Across the Curriculum

College: Wilbur Wright College

Contact Information: Vincent Bruckert, English Faculty, Phone: 773-481-8460
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Description of Innovation: Rather than utilizing peer tutors, the Writing Center at Wright College is staffed entirely by adjunct faculty, not only from the English Department, but also from many academic disciplines including the social sciences, biology, humanities departments. This arrangement is purposeful and strategic. According to Hull's definition of contextual learning, learning occurs only when students process new information or knowledge in such a way that it makes sense to them in their frame of reference. Most of the students take English courses and other general education concurrently during the same semester. Exposing students to different frames of reference in approaching their writing assignments allows them to contextualize their writing skills and enhances their cognitive ability to connect knowledge across disciplines. Such tutorial approach ultimately leads to higher success, retention, and persistence rates.

Results/Measurable Outcomes: For English 101 students in the Fall 2007 semester, the success rate for visitors to the Writing Center was 59.2% compared with 49.6% for non visitors. The number of students that were retained in their writing courses was 75%. Students who visited the Writing Center in Fall 2007 re-enrolled at a rate of 70%.

Community Relations and Outreach

Title of Best Practice: Performing Arts Community Partnership

College: Lincoln Trail College

Contact Information: Dr. Penny Quinn, Dean, Phone: 618-544-8657
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Description of Innovation: The hiring of a new theater instructor for the Fall '07 semester, coupled with an existing highly energetic Performing Arts Coordinator, set into motion an intensive college and community partnership with our Performing Arts program. The comprehensive plan for partnership has resulted in new initiatives as well as the resurrection of formerly independent activities, into a cohesive initiative for change within the college community.

In addition to the benefits to existing college students, the community also reaps benefits from this partnership through engagement of community members in a variety of performing arts events and activities. Youth participants become more aware and comfortable with LTC, which results in an increased potential for future college enrollment. Finally, the college generates

credit from the various program participants, and from the fiscal contributions made as more individuals become engaged in the college and familiar with the services that we provide.

Results/Measurable Outcomes: Multiple enrollments were accrued by the college through both college student and community registrations. Specifically, the fall play and spring musical productions generated 14 FTE through enrollments in Theater production: Cast, Theater Production: Crew, and Costuming. Additionally, these productions garnered significant financial support through gate sales; the result of which will off-set future production costs. Further benefits of the Performing Arts collaboration resulted in extensive enrollments in multiple performance classes including: Statesmen Singers, Jazzettes, Concert Choir, Singing Seniors, Community Band, Concert Band, Pep Band, Jazz Band, and a newly formed Latin Percussion Ensemble; all of which equated to 32 FTE for the 07-08 school year.

***Title of Best Practice:** The Culinary and Hospitality Showcase Dinner*

College: Kennedy-King College

Contact Information: Alexander Dering, Dean of Instruction
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Description of Innovation: One hundred City College students participated in demonstrations and on site hands on practice and job shadowing at several local restaurants and venues as well as resume and interview technique seminars given by local human resource departments of industry. The students also participated in a practice dinner in preparation for the main event working with the chefs and managers of the honorees from the current year.

Results/Measurable Outcomes: 450 industry representatives attended the Showcase Dinner and \$88,000 was raised to support the culinary scholarship foundation. 13 students received scholarships.

Faculty Development

***Title of Best Practice:** Technology Bootcamp for Faculty*

College: Spoon River College

Contact Information: Lisa Dennis, Instructional Design Specialist, Phone: 309-649-6365
Email: ldenis@src.edu

Description of Innovation: This two day professional development workshop focused on a variety of technology tools that can enhance teaching including Podcasting (using Audacity), Photostory, Skype, Camtasia, and GoogleDocs. Each tool was explored along with opportunities to “experiment” and brainstorm ideas for use in the classroom (online or campus). At the end of the workshop, each faculty member chooses a tool to incorporate into his or her course as part of

an activity, assignment, or dissemination of content. A lesson plan is turned in to the Instructional Design Specialist who then sends an implementation form to the faculty member. Continuing Education Credit is issued upon receipt of the implementation form and technology-related activity that was implemented. Full-time faculty can then convert the CE credit to salary advancement credit.

Results/Measurable Outcomes: As a result of completing this program, the participant is able to:

- ▶ Identify current trends in educational technology
- ▶ Examine technology tools and explore how they enhance or detract from educational objectives.
- ▶ Discuss differences between synchronous and asynchronous tools
- ▶ Discuss some issues surrounding the use of technology in courses and curricula
- ▶ Create a lesson plan that incorporates one of the five tools covered
- ▶ Implement the lesson plan during the fall 2008 semester and report results.

Secondary Educational Relations and Outreach

Title of Best Practice: College and Career Readiness Project: AIM (Academic Interventions for Matriculation to College)

College: South Suburban College

Contact Information: Diane Ostojic, Vice President of Academic Services
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Description of Innovation: The goal of this program is to prepare students while they are in high school so that remediation is not necessary at the post secondary level. To accomplish this goal, high school and college faculty/administrators met during the academic year to compare curricula, analyze test results, and create student intervention strategies that assist under-prepared students to become college-level ready prior to entering college. A summer program was established for a pilot cohort of students who just completed their junior year in high school.

The summer program provided skill building in areas identified as weaknesses through diagnostic testing. This instruction included developmental math or English/reading. In addition, all AIM students received counseling sessions for better college preparedness. The math group utilized the SLA (Structured Learning Assistance) model and incorporated additional time with instruction beyond the teacher's regular classroom instruction. The English cohort incorporated a reading specialist who worked with the students to improve their reading skills.

Students in the summer program received bags filled with College essentials such as a calculator, dictionary/thesaurus, pencils, paper, highlighters, etc. to assist them in their studies. At the end of the summer AIM session, students received a certificate of participation and a pizza party to celebrate their accomplishments.

Results/Measurable Outcomes: For the next phase of this project, students may continue this academic programming (during their senior year in high school) by taking coursework in college-level math or English depending upon their cohorts. Math students will take general education mathematics (MTH 115) and English students will take Composition 1 (Eng 101). Upon entry into college, these students should no longer have deficiencies in math or English and they should be able to show successful completion of a college-level course to launch and support their continued educational directions in a post secondary institution.