

Illinois Community College System



Program Review Statewide Summary Fiscal Year 2010

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PROGRAM REVIEW STATEWIDE SUMMARY

FISCAL YEAR 2010

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PROGRAM REVIEW STATEWIDE SUMMARY FISCAL YEAR 2010

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; and common successes and/or challenges to maintaining high quality, cost-effective offerings and services.

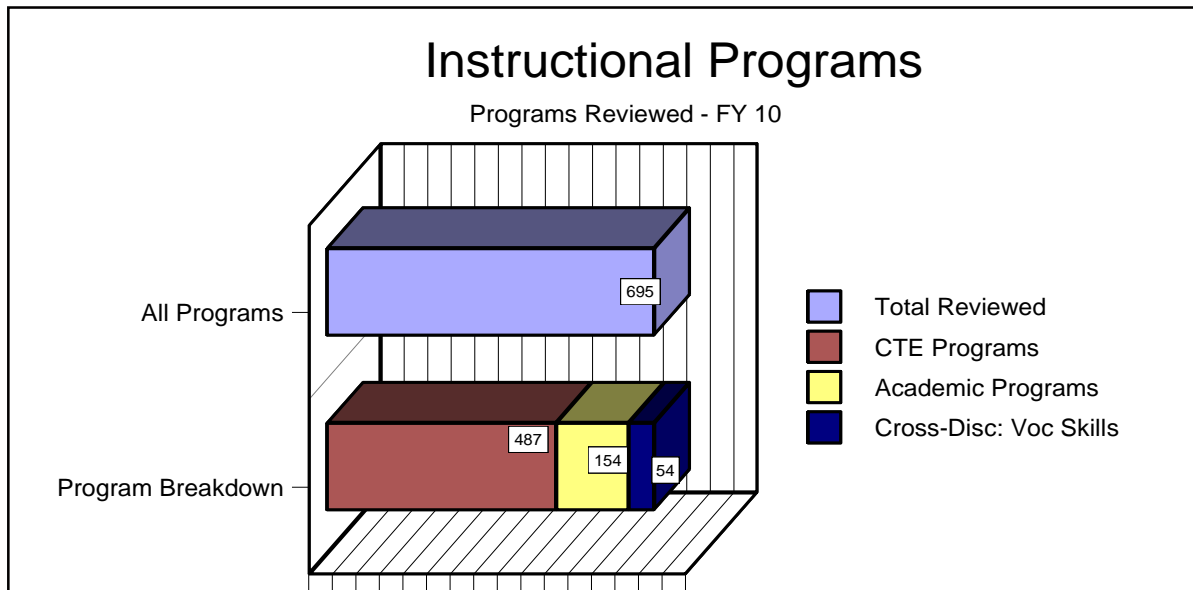
ICCB staff reviewed this year's college submissions and determined the state-level summary could be divided into the following subsections: ***Instructional programs: Academic programs: Humanities & Fine Arts, Career and Technical Education programs, and Cross-Disciplinary programs: Vocational Skills; and Student and Academic Support Service programs.*** Following is a statewide summary of this information for fiscal year 2010.

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 (vocational skills) curricula. Colleges reviewed a total of 695 instructional programs in fiscal year 2010. Career and technical education programs reviewed totaled 487; academic disciplines totaled 154 and 54 cross-disciplinary (vocational skills) programs were reviewed during this fiscal year. The chart below illustrates the number of each instructional program area reviewed compared to the total number of programs reviewed this fiscal year. Of career and technical programs reviewed, 434 programs were planned for continuation with improvements (minor and significant), and 53 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 2010.

The chart below shows the total number of programs reviewed this fiscal year compared to the breakdown of instructional programs reviewed. There were 248 new programs (academic and career and technical) added to the system’s program offerings during fiscal year 2010. 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 total of 250 (academic and career and technical) programs were eliminated during fiscal year 2010, 43 of those programs were included in the review cycle for this fiscal year.



ACADEMIC PROGRAM REVIEW

“Academic Discipline” constituted 22 percent of all the programs reviewed in fiscal year 2010.

During fiscal year 2010, 154 academic programs were reviewed. One hundred twenty-six (126) of those reviews covered humanities and fine arts. With the exception of one, all were recommended for continuation with minor improvements. This review cut across the humanities discipline which includes courses in history, languages, literature, philosophy, and religion as well as the fine arts discipline which includes courses in art, music, and theater. To assess programs and courses in the humanities and fine arts, responding institutions reviewed a number of key questions, including 1) the objectives of the department and sequences of courses in the disciplines, 2) the continued need for courses in each of the disciplines and whether or not these were meeting the needs of students, 3) the quality of courses and the steps that needed to be taken to update the courses, and 4) how the courses can be offered in a more cost-effective manner. This section will review the common themes that emerged during this review.

According to the submitted program review reports, the enrollment of students in the humanities and fine arts has increased across the state. Despite a lack of resources and space constraints, many institutions have seen enrollment increases particularly in the music and arts fields and feel strongly that these programs could significantly grow with additional funding and space. In response to growing enrollment, programs are offering more classes, and creating online and hybrid sections, as well as offering courses in the evenings and weekends. The addition of more online and hybrid classes not only addresses enrollment increases, it also maximizes space and renders more courses accessible students. In some cases, caps on class size have been evaluated and increased to reflect enrollment trends. Many programs continue to add new classes, work to create more Illinois Articulation Initiative approved courses, and also examines their delivery methods as ways to boost enrollment in areas that have been flat. Examples of new classes that have been added at a number of institutions include new language options such as Arabic, Hindi/Urdu, Japanese, and Chinese. Taking an innovative approach to increase enrollment, two institutions have added a Medical Spanish class to meet the needs of medical professionals, in nursing and dental hygiene for example, who work in communities with a growing number of Spanish speakers. Another institution created a series of one credit hour humanities classes, some of which are offered as mini courses during the summer and winter, as a way to boost retention and allow students greater ease in completing their required degree courses.

Nearly all colleges and disciplines identified the improvement of student, faculty or curricular assessment and the use of data. In those areas that assessment was not mentioned as an area of improvement, it was usually discussed as an area for future improvement. Institutions reported using several principle assessment methods to assure quality for the disciplines. Analysis of enrollment, demographic, and cost data was the most commonly used method. Other high ranking assessment methods include the use of writing samples, student surveys, and portfolio evaluations. Innovations around student assessment included the implementation of pre-test/post-test assessment models and student projects such as capstone seminars, graduate exhibitions, and presentations with oral assessments. In many cases, improvements resulting from assessment procedures are course-specific based on the various discoveries by individual instructors. It should be noted that the manner in which assessment is conducted varied across and within institutions, based upon the specific discipline. Along with assessment, many programs discussed their improved use of data, such as scrutinizing course completion data, leading to better programming decisions. Clearly the improved use of student data was integrally tied to the conversations about better assessment.

Several institutions dealing with funding issues are currently unable to address space constraints, the need for adequate facilities and additional faculty positions. However, many have been able to make improvements such as hiring additional full time faculty despite budget constraints. For example, College of Lake County has revamped all art studio spaces, added multimedia capabilities to art classrooms, and redesigned and outfitted their woodshop and jewelry/sculpture areas with additional equipment including a hydraulic press and enameling kiln. Moraine Valley Community College has upgraded classrooms with computer podiums. They have also added a theory music lab with new computers, monitors, midi software, and 10 new pianos with digital recording capacities. A new sound and lighting system was also purchased for their academic theater outdoor performances. Further investments in the arts by colleges included the purchase of a sectional band-shell and four professional grade tympani by Illinois Valley Community College. Other colleges have made improvements by outfitting a number of classrooms with smart board technology.

Several statewide challenges were addressed by colleges. The most prevalent issue reported was tight state and local budgets creating funding issues. In some cases this has impacted educational offerings and driven colleges to engage in subsidy reduction plans, such as at Rock Valley College's theater program. The cost of maintaining or growing programs, particularly in the fine arts disciplines, was mentioned in many reports citing out-of-date facilities and lack of funding to purchase equipment as specific issues. Some schools reflected on the amount of data being required by funding agencies and indicated that agencies should either streamline the data collection processes or provide additional dollars to community colleges in order to add staff and data mining software to institutional research departments. Shawnee Community College noted that continued reductions in Humanities and Fine Arts programming at the local secondary school level could have an impact on the number of students sufficiently ready to take on college level course work in these areas. This is an important observation that could affect several community colleges as many secondary schools across the state have faced budget cuts and reduced programming in the arts. A statewide issue that some felt deserved careful consideration referred to the disbandment of the IAI Art and Music panels in lieu of the AFA degree. Some institutions subsequently reported either considering removal of or no longer pursuing the addition of an AFA degree due to the issues of transferability of courses and no guarantee to students of transferring in with junior status.

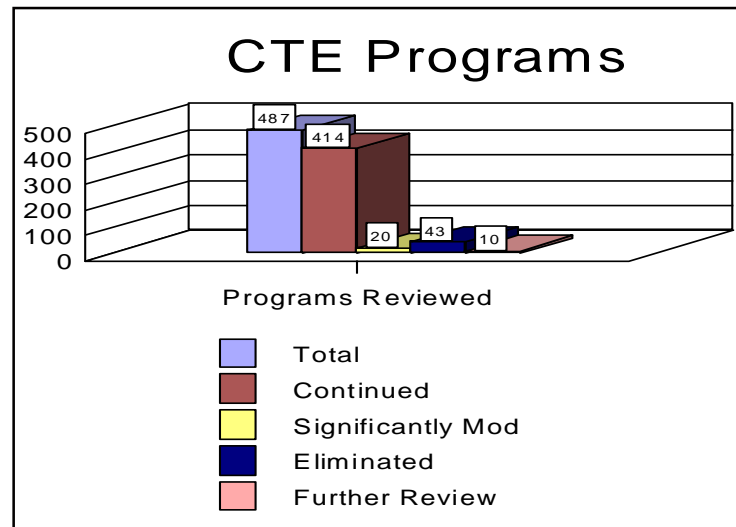
In summary, humanities and fine arts span a wide array of specific disciplines. In most areas, consistent with the state of Illinois' economy, enrollment is increasing. Colleges are pursuing innovative ways in which to retain students and are recognizing the movement toward online instructional delivery or hybrid courses by providing students with these options. Additionally, nearly all reviewed programs addressed improvement in assessment techniques or the goal of improvement in assessment techniques and the necessity to upgrade equipment. Of the colleges that identified statewide issues, cost concerns seemed to be a common theme.

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 487 career and technical education programs were reviewed at the colleges.

“Career & Tech Ed” programs constituted 71 percent of all the programs reviewed in fiscal year 2010. 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. According to the program review summaries provided by each college, 414 career and technical education programs were continued with minor improvements, 20 programs were significantly modified, 43 programs were identified for elimination, and 10 programs were scheduled for further review during the coming year. 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). In comparison, **238 new programs in career and technical education** were approved and added to the system's offerings in fiscal year 2010, while **43 were eliminated**.

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**: Agriculture & Natural Resources, Architecture and Construction, Health Sciences, Hospitality and Marketing. For more information on the State's Career Cluster Initiative go to www.careerclusters.org.



The **Agriculture, Food and Natural Resources Cluster** helps prepare individuals for careers in planning, implementation, production, management, processing, and/or marketing of agricultural commodities and services, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products. It also includes related professional, technical, and educational services.

This summary includes programs that fall within the **Animal Systems Pathway** and prepare individuals for developing better, more efficient ways of producing and processing meat, poultry, eggs, and dairy products. Programs in livestock production and animal care are included in this summary.

Livestock Production, Management & Animal Care Operations

Number of degrees offered by the colleges:	3
Number of certificates offered by the colleges:	10

Nine community colleges reported on a total of 13 programs in livestock production, management and animal care. Twelve of the programs were continued with minor or significant improvements, while one program was eliminated. That program was in equine operations.

Programs in these fields prepare individuals for work in the breeding, care of, and marketing farm animals. According to the Illinois Department of Employment Security (IDES), employment of all “agricultural workers” is anticipated to decrease statewide by -.54 percent through 2016. Locally, demand for these programs varies. While one college felt steadily declining enrollments and little to no local demand for new employees in related occupations was justification for placing their program on inactive status, other institutions have seen steady enrollment and placement upon completion. This summary also includes a review of Lake Land College’s Grooming and Helping Paws Dog Assistant training programs offered at Dwight Correctional Institution. This program has seen a significant increase in enrollment over the last five years. Likewise completion and placements, which occur throughout the state, have also increased.

Strengths of these programs included knowledgeable and dedicated faculty, strong internship opportunities, partnerships with local secondary schools and continued interest in course and program offerings. Weaknesses identified by the colleges for these programs were the need for updated equipment, tools and materials and occasional mis-perception of the agriculture field.

This summary includes programs that fall within the **Environmental Services Pathway** and prepare individuals for employment in water and air pollution control, recycling, waste disposal and public health. This summary includes programs related to Water and Wastewater Treatment Technology.

Water and Wastewater Treatment Technology

Number of degrees offered by the colleges: 1

Number of certificates offered by the colleges: 3

Three community colleges reported on a total of four (4) programs in water and wastewater treatment. Two of the programs were continued with minor or significant improvements, while two programs were eliminated.

According to the Illinois Department of Employment Security (IDES), employment of “water/wastewater treatment technicians” is anticipated to increase statewide by 11.95 percent through 2016. Locally, demand for these programs varies. In the north central and eastern part of the state, two colleges felt steadily declining or no enrollments and little to no local demand for new employees in related occupations was justification for eliminating their programs. While in the southwestern area of the state the college has seen steady enrollment and placement upon completion. This particular institution has partnered with a regional energy resource training center to offer programs tailored to meet the needs of specific employers within the district.

Strengths of these programs included knowledgeable and dedicated faculty, partnerships with local municipal facilities, and continued interest in course and program offerings. Weaknesses identified by the colleges for these programs were the need for updated equipment, tools and materials and the lack of work-based learning sites.

This summary includes community college programs that fall within the **Natural Resources Systems Pathway** and prepares individuals for employment maintaining and managing the forest, wetlands and other natural environments.

Forestry, Urban Horticulture & Wildlife Management

Number of degrees offered by the colleges: 5

Number of certificates offered by the colleges: 1

Two community colleges reported on a total of three programs in forestry, urban horticulture and wildlife management. Three degree programs were included in this review. Two of the programs were continued with minor or significant improvements, while one program was eliminated. That program was in forestry technology.

Forestry and wildlife management programs prepare individuals for working in forest conservation and natural resource management areas. According to the Illinois Department of Employment Security (IDES), employment of “forest and conservation technicians” is anticipated to increase statewide by 2.42 percent through 2016. Locally, demand for these programs varies across the state. The Northern college reported a continued interest in horticulture and arboriculture-related programs, but the Southern college indicated no enrollment in forest technology programs.

Strengths of these programs included knowledgeable and skilled faculty, opportunities to partner with local not-for-profit and community organizations for hands-on work experience and continued interest in course and program offerings. Weaknesses identified by the colleges for these programs was the need for updated equipment, tools and materials and the decrease in overall perceived need for training in this field of study within their regional area.

This summary includes community college programs that fall within the **Plant Systems Pathway** and prepares individuals for studying plants and their growth to help producers of food, feed, and fiber crops continue to feed a growing population while conserving natural resources, maintaining the environment, and improving the overall nutritional value of our crops and produce. This summary includes programs in Agribusiness, Agricultural Production, Horticulture, and Landscape Design.

Agribusiness Management

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

Ten community colleges reported on a total of 19 programs in agribusiness management. Eighteen of the programs were continued with minor or significant improvements, while one program was eliminated. That program was in agriculture supply and service.

Agribusiness management programs prepare individuals for planning and coordinating. According to the Illinois Department of Employment Security (IDES), employment of “agriculture managers” is anticipated to increase statewide by 2.85 percent through 2016. Overall, colleges reported steady to increasing enrollments, steady completions and high placements for their agribusiness program students. Colleges modify their agriculture programs regularly to address technological advancements of crop and soil science, planting methods, production and storage processes. Most colleges reported working with local Farm Safety cooperatives, Extension offices and local agribusiness service providers to keep their programs relevant in curricular content and equipment and tool needs. New courses such as Precision Agriculture, Crop Scouting, Organics and Livestock Judging have been added locally to recruit more interest.

Strengths of these programs included knowledgeable and experienced faculty, supportive community, and strong demand from local employers. Weaknesses identified by the colleges for these programs was the need for updated equipment and tools, the lack of enough work-based learning sites and the need for accessing environments where real-world agricultural problems can be recreated for students to experience with.

Agricultural Production

Number of degrees offered by the colleges:	10
Number of certificates offered by the colleges:	5

Six community colleges reported on a total of 15 programs in agricultural production. Eleven of the programs were continued with minor or significant improvements, while three programs were

eliminated, and one program was scheduled for further review. The programs eliminated were in viticulture and enology.

Agricultural production programs prepare individuals for the planning and directing of crop and/or livestock farming and related agricultural services. According to the Illinois Department of Employment Security (IDES), employment of “farmers and ranchers” is anticipated to decrease statewide by -7.39 percent through 2016. However, among the colleges reporting most indicated steady enrollments. Completion of programs fluctuates with the economy in agricultural production programs. When the economy is strong enrollments tend to decrease and students regularly stop out for employment. Placements for agricultural production students have also remained steady, primarily because the majority of students already work in a related area. Several colleges indicated modifying their agricultural production programs to reflect changes in technology related to breeding, planting, production, storage and care methods and processes. Colleges reported working with local Farm Safety cooperatives, Extension Offices and local farms to keep their programs relevant to today’s demands of people in this field. New courses such as GIS/GPS, agricultural mechanization, organic production, and animal science have been added locally to recruit more interest and meet the needs of industry.

Strengths of these programs included knowledgeable and experienced faculty, supportive community, and strong interest from local businesses for existing workers and new hires to have formal education and training. Weaknesses identified by the colleges for these programs were the need for updated equipment, materials and tools, and the lack of enough work-based learning sites.

Horticulture

Number of degrees offered by the colleges: 13

Number of certificates offered by the colleges: 24

Twenty (20) community colleges reported on a total of 37 programs in Horticulture. Twenty-nine (29) of the programs were continued with minor or significant improvements, while four programs were eliminated, and four programs were scheduled for further review. The programs eliminated were all in horticulture.

Horticulture programs prepare individuals for the planting and maintenance of plants, shrubs, flowers, foliage, trees and groundcovers for use in residential and commercial environments. According to the Illinois Department of Employment Security (IDES), employment of “grounds maintenance workers” is anticipated to increase statewide by 22.87 percent through 2016. Of the colleges who reported maintaining their programs with modifications, most indicated steady to increasing enrollments. Similar to many career and technical education programs, completion often fluctuates with the economy. When the economy is strong enrollments tend to decrease and students regularly stop out for employment. Placements for horticulture students remain steady, although somewhat seasonal and vary across the state. Several colleges indicated modifying their horticulture programs to reflect changes in technology related to increased specialization in landscape design, arboriculture, turf grass management, and sustainable landscaping. Colleges reported working with local nurseries, greenhouses, farms and retail gardening centers to keep their programs relevant to today’s demands of people in this field. New courses such as sustainable landscaping, local foods production, computer-aided landscaping design and hardscapes have

been added locally to recruit more interest and meet the needs of industry. Furthermore, offering coursework aligned with industry credentialing, such as the Illinois Landscape Contractors Association's Certified Landscape Technician, or the Audubon Certification, provides students new to the program or returning to the college with growth opportunities in the field.

Strengths of these programs included knowledgeable and experienced faculty, supportive community, and strong interest from local businesses for existing workers and new hires to have formal education and training. Active advisory committees and strong student organizations were also mentioned by many of the colleges with horticulture programs. Weaknesses identified by the colleges for these programs were the need for updated equipment, materials and tools, and the lack of enough work-based learning sites.

Ornamental Horticulture and Floral Design

Number of degrees offered by the colleges: 5
Number of certificates offered by the colleges: 7

Ten community colleges reported on a total of 12 programs in ornamental horticulture and floral design. Eleven of the programs were continued with minor or significant improvements, while one program was eliminated. This program was in ornamental horticulture design and management.

Ornamental horticulture and floral design programs prepare individuals for the use of plants, flowers and plant material for decorative use in residential and commercial environments, and for the delivery of related design services. According to the Illinois Department of Employment Security (IDES), employment of "floral designers" is anticipated to decrease statewide by -7.077 percent through 2016. Most colleges reported steady enrollments. Completion rates varied among the programs; however, all of the colleges indicated students finding related employment in this field locally. Several colleges indicated adding courses such as sustainable landscaping and organics to their course offerings. Colleges reported working with local nurseries, floral shops and retail floral and gardening centers to provide students with work-based learning experiences in the field.

Strengths of these programs included knowledgeable and experienced faculty, supportive student organizations, and strong interest from local businesses for existing workers and new hires to have formal education and training. Weaknesses identified by the colleges for these programs were the need for updated equipment, materials and tools.

Landscape Design & Turf Management

Number of degrees offered by the colleges: 11
Number of certificates offered by the colleges: 19

Fifteen community colleges reported on a total of 30 programs in ornamental horticulture and floral design. Twenty-nine of the programs were continued with minor or significant improvements, while one program was eliminated. This program was in park facilities management.

Landscape design and turf management programs prepare individuals for designing and

maintaining ornamental plants and groundcovers in outdoor residential, recreational and commercial environments. According to the Illinois Department of Employment Security (IDES), employment of “landscaping workers” is expected to increase by 22.63 percent through 2016 statewide. Locally the colleges indicate steady or increasing enrollments, steady completions and strong placements. Local partnerships with small and large landscape companies have provided students with work-based learning opportunities and expose them to a variety of jobs within landscaping and turf management. Courses such as sustainable landscaping, hardscapes, and organic pest control have been added due to increased community interest.

Strengths of these programs included knowledgeable and experienced faculty, supportive student organizations, and strong interest from local businesses for existing workers and new hires to have formal education and training. Most colleges reported on affiliations with state industry associations, such as the Illinois Landscape Contractors Association, to maintain curricula with relevant skill requirements and for preparation towards available credentialing, such as the Pesticide Applicator License available through the Illinois Department of Agriculture. Weaknesses identified by the colleges for these programs were the need for updated equipment, materials and tools.



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, plan design and/or build new structures, restorations, additions, alterations, and repairs.

This summary includes community college programs that fall within the **Construction Pathway** and prepare individuals for building and remodeling residential and commercial structures such as houses, apartments, factories, warehouses, office buildings, churches, schools and recreational facilities. This pathway also includes programs related to improving the energy-efficiency of these structures and the development of sustainable resources. Programs reviewed in this summary are related to General Construction Technology.

Construction Technology

Number of degrees offered by the colleges:	8
Number of certificates offered by the colleges:	18

Sixteen community colleges reported on a total of 27 programs in construction technology. Eighteen certificates and eight degree programs were included in this review. Twenty-five of the programs were continued with minor or significant improvements, while two programs were eliminated. Those programs were specific to Illinois Department of Corrections (IDOC) program offerings and were discontinued based on changes for the most recent fiscal year.

According to the Illinois Department of Employment Security (IDES), employment of “construction trades workers” is anticipated to increase statewide by 9.41 percent through 2016. Likewise, the employment of “construction managers” is also anticipated to increase by 11.47

percent statewide through 2016. Locally, colleges report a continued interest in construction programs, both short-term and degree-level in training length. Overall the colleges reported steady enrollments for all construction programs. Some isolated programs experienced significant increases, while others experienced slight declines in enrollments. Several colleges indicated working with local labor councils to provide an educational ladder for their apprenticeship programs. Interest in specific trades programs has varied across the state; however, most of the colleges reported significant demand for construction workers skilled in new technology and methods, particularly related to “green building efficiency”. Strengths of construction technology programs included knowledgeable and skilled faculty, opportunities to partner with local labor unions and community organizations for hands-on work experience and continued interest in course and program offerings. The only real weakness identified by the colleges for these programs was the need for updated equipment, tools and materials; indicating that finding curricula using the most updated methods, as well as the fiscal resources to pay for new equipment and tools, is difficult.

The Construction Pathway also includes programs related to improving the energy-efficiency of residential and commercial building structures and the development of sustainable resources that support them. Programs reviewed in this summary are related Renewable Energy Technology.

Renewable Energy Technology

Number of degrees offered by the colleges:	3
Number of certificates offered by the colleges:	6

Five community colleges reported on a total of nine programs in renewable energy technology. Six certificates and three degree programs were included in this review. Eight of the programs were continued with minor or significant improvements, while one program was placed on inactive status.

The renewable energy field is a new and emerging one statewide, therefore documented labor market data is not available from state sources. Employment projections data for occupations related to renewable energy programs across multiple occupational areas from construction to engineering to industrial maintenance to agriculture. Opportunities in bio-fuels processing, wind energy, and green building technologies are reportedly available in certain economic regions throughout the state. Locally, the colleges report an increased interest from students and employers for training related to renewable energy technology. Eleven colleges developed new programs in this area during the last fiscal year. Because the field is still so new and often misunderstood by the general public, colleges are working to help their communities better understand what opportunities are available through completion of their related training programs. Working directly with local employers to provide opportunities for cross-training and skill upgrading in renewable energy has been successful.



The **Health Science Career Cluster** orients students to careers that promote health, wellness, and diagnosis as well as treat injuries and diseases. Some of the careers involve working directly with people, while others involve research into diseases or collecting and formatting data and information. Work locations are varied and may be in hospitals, medical or dental offices or laboratories, cruise ships, medivac units, sports arenas, space centers, or within the community.

Individuals pursuing a career in the Therapeutic Services Pathway are focused primarily on changing the health status of the patient over time. Health professionals in this pathway work directly with patients; they may provide care, treatment, counseling and health education information.

This summary includes community college programs that fall within the **Therapeutic Services Pathway** and are related to Certified Nursing Assistants, Licensed Practical Nurses, and Registered Nurses.

Certified Nursing Assistant (C.N.A.) Certificate programs:	40
Licensed Practical Nursing (L.P.N.) Certificate programs:	31
Registered Nursing (A.D.N./R.N.) Degree programs:	47

The United States Bureau of Labor Statistics, Occupational Outlook Handbook for 2010-2011, reports that the outlook for registered nurses is expected to be excellent with variations by geographic settings. Employment of “registered nurses” is expected to grow by 22 percent from 2008-2018, resulting in 581,500 new jobs. However, employment of RN’s will not grow at the same rate in every industry.

The projected growth rates for RN’s in the industry with the highest employment of these workers are:

<u>Industry</u>	<u>Percent</u>
Office of Physicians	48
Home Health Care services	33
Nursing care facilities	25
Employment Services	24
Hospitals, public and private	17

As is evident in these numbers, hospital employment will be less due to short hospital stays, more treatments being performed as an outpatient in same day surgery, rehabilitation and emergency centers. Employment in nursing care facilities is expected to grow due to the increased number of older persons, many of whom will require long-term care.

The Occupational Outlook Handbook for 2010-2011 also documents that the retention of an adequate number of RN’s is a challenge due to an aging RN workforce and a lack of younger workers to fill positions. Nursing schools find themselves turning away qualified applicants

annually due to space limitations and a shortage of faculty positions to adequately teach. Approaches to remedying some of these challenges should impact the numbers being accepted into nursing programs and completing them successfully.

As the baby boomer generation grows older, Illinois must further address the demands this generation will place on the healthcare system at the same time, many experienced nurses will be reaching retirement age. By the year 2020, it is estimated that in Illinois there will be a shortage of more than 21,000 nurses.

Strengths of these programs include:

- Solid curriculum to meet the needs of the healthcare industry specifically those RN's transitioning from education into further education and education directly into employment. With the continuing increase in complexity of the NCLEX exam, many colleges are beginning to incorporate NCLEX style questions into the overall curriculum for students from course to course during the educational experiences on campus settings. Additional courses continue to be added to further provide a foundation in nursing practice and better position students who wish to further their education to a BSN degree. As a result, curriculum continues to be strengthened to prepare students for the realities of the nursing practice, the role of the nurse in the community setting, and as preparation for advanced degrees
- NCLEX pass rates at the community colleges continue to be high. Various testing/assessment tools both written and in labs (teaching and demonstration techniques) continue to be instituted to prepare students in the successful completion of the NCLEX exam in order to keep the pass rate above average.
- Nursing labs have been moved or up-sized with state of the art simulation and equipment with additional skill practice opportunities to improve overall student confidence and knowledge and various situations.
- Flexible scheduling has become common practice amongst institutions as response to demand from students and employers. Day, evening, and weekend courses and clinical sites continue to be coordinated for students to access over the duration of the program.

Areas for improvement identified by the colleges include:

- The pool of applicants for nursing continues to exceed the number of seats available. Hiring and retaining qualified faculty to continue to accept a broader scope of students applying to the nursing programs continues to be a struggle amongst colleges. Unfortunately, more qualified masters level nurses with various clinical experiences are opting to stay in the field as opposed to teaching which has led to multiple teaching shortages which in turn leads to colleges not being able to accept as many qualified applicants into the program.
- A need for additional clinical sites for students to utilize over the course of the nursing program curriculum. Colleges continue to find it extremely difficult to find new clinical sites for students to use and often times find themselves competing with neighboring districts over access to those facilities for their students. It is important to provide students with a wide range of learning experiences in clinical settings and with the lack of diversity

in obtaining multiple clinical sites, students are at risk of not being exposed to patients in multiple clinical settings.

- A need for intervention programs that help to address the strategies to respond to student attrition. A few interventions in early stages at various institutions is the implementation of a comprehensive student orientation program as well as better identification of students “at risk” of course failure along the course continuum. Institutions compare data related to course scheduling, class times and other various causes of student failure in order to develop improvement plans to address these causes of decreasing retention and completion rates within the programs. Better tracking will allow for a more formal remediation process to be instituted.

Two developing state level concerns would be budgetary issues not just for the college but for the students applying to the programs as well as the recently proposed legislation that all A.D.N. nurses obtain a B.S.N. (Bachelor’s of Science in Nursing degree) within ten years of graduating in order to keep their Illinois nursing license.

Loss of funding to the college can limit faculty/staff development, purchasing of outdated equipment, needed skills lab supplies, and technology updates. For the student, state financial aid loss may mean the difference in whether they can afford to attend or postpone enrollment in higher education.

There is a strong push from professional organizations to have the B.S.N. as the entry into practice in Illinois since legislation is soon to be introduced on this topic. Many community colleges continue to voice a concern over this issue and feel it would be detrimental to the RN programs in place simply because the demand for this occupation is increasing with a number of retirements just ahead.



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. Hospitality operations are located in communities throughout the world.

Individuals pursuing a career in the Travel and Tourism Pathway focus on the development, research, packaging, promotion and delivery of a traveler's experiences. Employees may be involved in developing a heritage area for the enjoyment and education of visitors, creating guide books, planning trips and events, managing a customer's travel plans or overseeing a huge urban convention center.

This summary includes community college programs that fall within the **Travel and Tourism Pathway as well as the Lodging Pathway** and are related to Restaurant/Hotel/Lodging Management, Hotel Food and Beverage, Hospitality Management, Tourism Management, and Resort and Casino Management.

Number of degrees offered by the colleges: 10
Number of certificates offered by the colleges: 18

Twenty-five programs in this cluster/pathways area were continued with minor or significant improvements, one was placed on inactive status, and two were discontinued/eliminated.

The outlook for jobs in the hospitality industry has been negatively affected by the recently slow economy in both Illinois and the U.S. However, the career titles of “Lodging” and “Hotels and Other Accommodations,” both expect a growth of five percent in the years 2008-2018.

A strong partnership continues to be in place between colleges and nationally recognized organizations like that of the National Restaurant Association, American Culinary Federation, and American Hotel and Lodging Association. This continued partnership helps ensure students are acquiring needed skills for success and provides them with close ties to industry professionals.



The Marketing Cluster prepares learners for careers in planning, managing, and performing marketing activities to reach organizational objectives. Individuals pursuing a career in the Professional Sales Pathway are involved in the transfer of goods and services in the economy, both to businesses and to individual consumers.

This summary includes community college programs that fall within the **Professional Sales Pathway** and are related to Marketing Business Management, Marketing Retail Management, Sales, Marketing and Retail, Retailing/Merchandising, Advertising, and Marketing.

Number of degrees offered by the colleges:	20
Number of certificates offered by the colleges:	17

According to the U.S. Department of Labor, Bureau of Labor Statistics, Occupational Outlook “Overview of 2008-2018 Employment Projections,” sees the overall employment of advertising, marketing, promotions, public relations, and sales managers to increase by 13 percent through 2018. Job growth will be spurred by competition for a growing number of goods and services, both foreign and domestic. Employment of marketing managers will grow about as fast as average at 12 percent between 2008 and 2018, and that of sales managers will grow faster than average at 15 percent over the same period.

Thirty-two of the programs were continued with minor or significant improvements, while two were discontinued/eliminated and one was scheduled for further review.

The various Associate Degree and Certificate offerings help prepare students to comprehend the broad spectrum of marketing trends, management, sales, and communications in this program of study area. Programs offered by the various colleges are providing access to students via multiple delivery systems including traditional, open learning, and online learning formats to fit the needs of students attending. Regular meetings of advisory councils are scheduled in order to link the overall curriculum between the needs of area employers.

One continued area in need of development would be to continue to place an emphasis on arranging relevant and meaningful internships for students entering the program in order to continue to provide hands on learning experiences to coincide with classroom instruction.

CROSS-DISCIPLINARY PROGRAM REVIEW: VOCATIONAL SKILLS

Vocational Skills as defined in ICCB's Administrative Rules (Section 1501.301) consist of "courses designed to provide short-term job entry training, to upgrade the skills of persons already employed, or to review skills for career re-entry". These offerings range from computer usage for occupational employment to employer/job-specific training to industry certification training and review. Vocational Skills courses are oftentimes offered through the colleges' Corporate and Community Education, Workforce Training or Lifelong Learning departments, though colleges refer to these centers in numerous ways statewide. In fiscal year 2010, thirty-three community colleges submitted program review summaries on 54 different vocational skills offerings. Student enrollment in vocational skills courses totaled 11,396 during fiscal year 2010 and the majority of colleges reporting indicated steady increases in their enrollments.

The overall goal reported by colleges for offering vocational skills training is to increase the skill set for the student in the area they are looking to improve, whether it be for existing employment or to gain employment. Not all community colleges offer a wide variety of vocational skills training. Demand for non-credit occupationally-specific coursework fluctuates across the state. Areas of continued local interest include computer applications training, vendor-specific IT certification classes, such as Microsoft and CISCO, state/federal certification/licensure maintenance, and OSHA training. Short-term training programs designed to get workers back into the labor force quickly have also proven successful for most colleges, although the types of training offered generally varies with the regional economy. During the last five years colleges have seen a significant increase in the demand for "green"-related vocational training, such as local foods agriculture and energy auditing. Other vocational training programs which remain of high interest statewide include food service sanitation, nursing assistant, medical billing/coding, pharmacy technician, emergency/first responder licensure/certification, real estate inspection and appraisal, transportation/warehousing/logistics, and truck driver training.

Most colleges reported that adjunct faculties are utilized for instruction of vocational skills courses. Many times these courses are taught over a shorter period of time and therefore finding qualified adjunct instructors is not a barrier. The flexibility of these offerings is oftentimes greater than that of traditional courses in that they can be condensed according to the instructor's availability or the employer's needs or through nighttime, weekend and/or online formats. Vocational skills courses are also many times developed on a cost recovery basis, and do not place excessive facilities, equipment, material or faculty needs on their departments or the institution overall.

Concerns identified by several colleges include funding and reliance on state reimbursement or grant awards for their start-up and maintenance costs; and environmental factors, such as the high cost of transportation for students in rural or outlier parts of the district to access campus (or even off-campus but not within walking or public transportation limits) vocational training.

Strengths included dedicated and qualified faculty, support of college administration to work with local business and industry partners, and an increased community awareness of available

programming through vocational centers at the college. Several institutions reported “re-branding” their vocational training departments which has directly resulted in an overall increase in awareness and interest in what the community college has to offer. Several colleges also indicated plans to grow their number of local business partners and increase the types of training provided within the district. These colleges acknowledged a large untapped market of potential customized training opportunities in a variety of occupational areas ranging from agriculture to health care to manufacturing.

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: Financial Aid and Student Success. While other service areas within student support were allowable, listed below are the dominant service areas and statewide programmatic issues that were reported. One hundred twenty-three (123) Student and Academic Support Services programs were reviewed in fiscal year 2010.

Financial Aid

The main mission of Financial Aid is to help students finance their education and teach them life skills necessary to live productive and meaningful lives while making a positive impact on their communities. In order to respond to increased needs and challenges, financial aid offices have undertaken process improvements and initiated new innovative practices. Technology has allowed for automation of many processes and created new trends of communication. The number of financial aid recipients, especially in the adult population, continues to grow and become more diverse which creates a perpetual challenge of a strained staff and the means to reach the widest audience of students. The increasing application volume and the number and size of available grants and aid many have a negative impact on students because of the increased number of applicants and little or no corresponding increase in available funds. With the addition of a mandated veteran coordinator on each campus, information concerning financial aid has become even more compelling. Having a centralized location for information means a substantial time saving for veterans and expedites the benefit certification process. This year several community colleges hosted a Reintegration Event for military veterans and their families, resulting in 6,000 families receiving aid in several areas of their transition process. Unfortunately, in order to meet and expand services, adequate funding needs to be available. The state of Illinois’ fiscal situation continues to deteriorate and impacts students’ ability to attain post-secondary education. Several grants are no longer funded or, are underfunded forcing students to resort to greater borrowing as needs for financial aid continues colleges will pursue methods to become more efficient.

Student Success Center

Student Success Centers assist students in effectively realizing their career plans. This is achieved by computerized testing and personal interviews. Students receive help in clarifying goals and objectives that are related to their life and work values, abilities, needs and interests. They offer a wide range of comprehensive services and resources to assist students achieve their academic and extra-curricular goals. Individual testing assists students in discovering interest and skills in various areas. Placement services are available for all students, graduates, and alumni in securing employment in positions. With the President’s goal of five million more community college

graduates and certificate-holders by 2020, the push is on for public-private business partnerships, aligning academic standards between high school and college, strengthening data systems, implementing early assessment and college prep strategies, and creating support systems. However, colleges are under pressure on many fronts. Community colleges are short of cash, jammed with laid-off workers, and addressing remedial education for students ill-prepared for college. Still community colleges remain optimistic that they can fulfill the obligations set before them.

CONCLUSION

The *Program Review Statewide Summary for Fiscal Year 2010* 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 695 instructional programs during fiscal year 2010, making recommendations for continuing, modifying or eliminating curricula and courses in a broad range of academic and career and technical program areas.

One hundred fifty-four Academic programs within Humanities and Fine Arts 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.

Four hundred eighty-seven Career and Technical Education programs were reviewed this fiscal year. Of those, 414 programs were continued with only minor improvements, 20 programs were significantly modified, 43 programs were identified for elimination, and 10 programs were scheduled for further review during the coming year. Over the fiscal year 2010 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 Agriculture, Food & Natural Resources, Architecture and Construction, Health Sciences, Hospitality, and Marketing.*** 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. **Two hundred thirty-eight** new A.A.S. degree and Certificate programs were added and **43** were eliminated during fiscal year 2010. Community colleges' 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.

Fifty-four Vocational skills "programs" from 33 community colleges were reviewed this fiscal year. While not all community colleges offer a wide variety of vocational skills training, institutions statewide reported the overall goal for offering vocational skills training was to increase the skill set for students in the area they are looking to improve, whether it be for existing employment or to gain employment. Areas of continued local interest include range from computer applications training, to state/federal certification/licensure maintenance to OSHA training. Short-term training programs designed to get workers back into the labor force quickly have proven successful for most colleges. Although the types of training offered generally varies with the regional economy, several colleges indicated plans to grow their number of local business partners and increase the

types of training provided within the district. Overall, colleges acknowledged a large untapped market of potential customized training opportunities in a variety of occupational areas for their vocational offerings.

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. **One hundred twenty-three *Student and Academic Support Services programs*** were reviewed in fiscal year 2010. College submissions centered around two main areas: Financial Aid and Student Success. 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, and secure additional funding.

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 (Vocational Skills), 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* 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 2010				
College	# of CTE/Programs reviewed	# of Academic Disciplines Reviewed	#Cross Disciplinary Voc Skills Programs	# Student Support Services
Black Hawk	12	6	2	1
Chicago				
Daley	13	0	0	0
Kennedy-King	4	1	0	2
Malcolm X	2	9	0	0
Olive-Harvey	2	1	0	0
Truman	0	0	0	0
Washington	4	0	0	0
Wright	9	1	1	1
Danville	12	1	1	1
DuPage	27	12	1	1
Elgin	8	7	3	1
Harper	18	6	1	2
Heartland	6	7	1	4
Highland	5	2	2	1
IL Central	20	1	1	1
Illinois Eastern				
Frontier	3	1	1	6
Lincoln Trail	7	1	1	6
Olney	6	1	1	6
Wabash	9	1	1	6
IL Valley	9	1	1	1
Joliet	24	1	1	2
Kankakee	5	1	1	1
Kaskaskia	11	1	0	4
Kishwaukee	20	6	0	1
Lake County	17	5	1	0
Lake Land	19	1	1	2
Lewis & Clark	4	1	1	1

Illinois Community College Board Table A-1 LIST OF PROGRAMS REVIEWED BY COMMUNITY COLLEGES DURING FISCAL YEAR 2010				
College	# of CTE/Programs reviewed	# of Academic Disciplines Reviewed	#Cross Disciplinary Voc Skills Programs	# Student Support Services
Lincoln Land	10	10	1	4
Logan	8	5	6	14
McHenry	4	2	2	15
Moraine Valley	8	2	2	5
Morton	3	2	1	4
Oakton	12	6	1	1
Parkland	21	1	1	1
Prairie State	3	6	1	7
Rend Lake	13	2	3	0
Richland	7	1	0	0
Rock Valley	9	7	2	1
Sandburg	7	1	0	1
Sauk Valley	8	3	2	0
Shawnee	13	1	2	1
South Suburban	13	1	1	1
Southeastern	11	5	1	1
Southwestern	18	6	2	3
Spoon River	5	5	0	1
Triton	16	5	1	3
Waubonsee	4	5	1	6
Wood	18	3	1	3
TOTALS	487	154	54	123

Illinois Community College Board Table A-2 SUMMARY OF FISCAL YEAR 2010 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	12	12	0	0	0
Chicago					
Daley	13	4	3	6	
Kennedy-King	4	4	0	0	0
Malcolm X	2	2	0	0	0
Olive-Harvey	2	2	0	0	0
Truman	0	0	0	0	0
Washington	4	4	0	0	0
Wright	9	8	1	0	0
Danville	12	12	0	0	0
DuPage	27	27	0	0	0
Elgin	8	6	0	2	0
Harper	18	18	0	0	0
Heartland	6	6	0	0	0
Highland	5	4	0	0	1
Illinois Central	20	20	0	0	0
Illinois Eastern					
Frontier	3	2	0	1	0
Lincoln Trail	7	4	0	3	0
Olney	6	4	0	2	0
Wabash Valley	9	9	0	0	0
Illinois Valley	9	6	0	0	3
Joliet	24	24	0	0	0
Kankakee	5	3	0	0	2
Kaskaskia	11	11	0	0	0
Kishwaukee	20	20	0	0	0
Lake County	17	17	0	0	0
Lake Land	19	12	6	0	1
Lewis & Clark	4	4	0	0	0
Lincoln Land	10	8	2	0	0
Logan	8	8	0	0	0

Illinois Community College Board Table A-2 SUMMARY OF FISCAL YEAR 2010 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
McHenry	4	3	1	0	0
Moraine Valley	8	8	0	0	0
Morton	3	3	0	0	0
Oakton	12	12	0	0	0
Parkland	21	21	0	0	0
Prairie State	3	3	0	0	0
Rend Lake	13	13	0	0	0
Richland	7	7	0	0	0
Rock Valley	9	5	4	0	0
Sandburg	7	6	0	1	0
Sauk Valley	8	8	0	0	0
Shawnee	13	6	0	6	1
South Suburban	13	7	0	5	1
Southeastern	11	10	0	1	0
Southwestern	18	13	0	5	0
Spoon River	5	3	0	2	0
Triton	16	10	1	5	0
Waubonsee	4	4	0	0	0
Wood	18	11	2	4	1
TOTALS	487	414	20	43	10

Illinois Community College Board Table A-3 OCCUPATIONAL PROGRAMS ELIMINATED THROUGH PROGRAM REVIEW IN FISCAL YEAR 2010		
District/College	Program Title	CIP
Elgin	Hospitality-Hotel Management AAS degree	52.0904
Elgin	Hospitality-Hotel Management Certificate	52.0904
Frontier	Welding Certificate	48.0508
Lincoln Trail	Construction Occupations Certificate	46.0000
Lincoln Trail	Horticulture Technology Certificate	01.0601
Lincoln Trail	Horticulture Technology AAS degree	01.0601
Carl Sandburg	Renewable Energy Technology AAS degree	15.0503
Shawnee	Hotel/Motel Management AAS degree	52.0904
Shawnee	Basic Aquaculture Certificate	01.0303
Shawnee	Applied Viticulture Certificate	01.0304
Shawnee	Enology Assistant Certificate	01.0304
Shawnee	Basic Horticulture Certificate	01.0601
Shawnee	Hospitality/Food Management AAS degree	52.0905
South Suburban	Equine Operations Certificate	01.0507
South Suburban	Marketing Management Certificate	52.1804
South Suburban	Marketing Mgt/Fashion Merchandising AAS degree	521902
South Suburban	Marketing Mgt/Fashion Merchandising Certificate	521902
South Suburban	Fashion Merchandising Certificate	521902
Southeastern IL	Forestry Technology AAS degree	03.0401
Southwestern IL	Communications Electronics Certificate	47.0103
Southwestern IL	Management AAS degree	52.0201
Southwestern IL	Avionics Certificate	47.0609
Southwestern IL	Network Professional Certification Certificate	11.0901
Southwestern IL	Process Operations Technology Certificate	41.0301
Spoon River	Horticulture Certificate	01.0601
Spoon River	Construction Occupations Certificate	15.1001
Triton	Fashion/Retail Certificate	52.1902
Triton	Sport Marketing Certificate	52.1999
Triton	Marketing Management AAS degree	52.1804
Triton	Marketing/Sales AAS degree	52.1804

Illinois Community College Board Table A-3 OCCUPATIONAL PROGRAMS ELIMINATED THROUGH PROGRAM REVIEW IN FISCAL YEAR 2010		
District/College	Program Title	CIP
Triton	Ornamental Hort: Floral Design/Greenhouse Mgt AAS degree	01.0601
John Wood	Agriculture Supply & Service Certificate	01.0102
John Wood	Swine Management AAS degree	01.0302
John Wood	Sales Certificate	52.1804