ILLINOIS COMMUNITY COLLEGE SYSTEM

PROGRAM REVIEW STATEWIDE SUMMARY

FISCAL YEAR 2007

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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 illustrating the system's overall accountability and productivity across all programs for that review cycle.

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. 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.

This fiscal year, ICCB staff reviewed 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;** *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 (general education) curricula. Colleges reviewed a total of 1,061 instructional programs in fiscal year 2007. Career and technical education programs reviewed totaled 915, academic disciplines totaled 106 and cross-disciplinary (general education) programs totaled 40 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, 798 programs were planned for continuation with improvements (minor and significant), and 86 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 2007.

The chart below shows the total number of programs reviewed this fiscal year compared to the breakdown of instructional programs reviewed. There were 151 new programs (academic and career and technical) added to the system's program offerings during fiscal year 2007. 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 2007 can be found in Tables 1 and 2 at the end of this report.
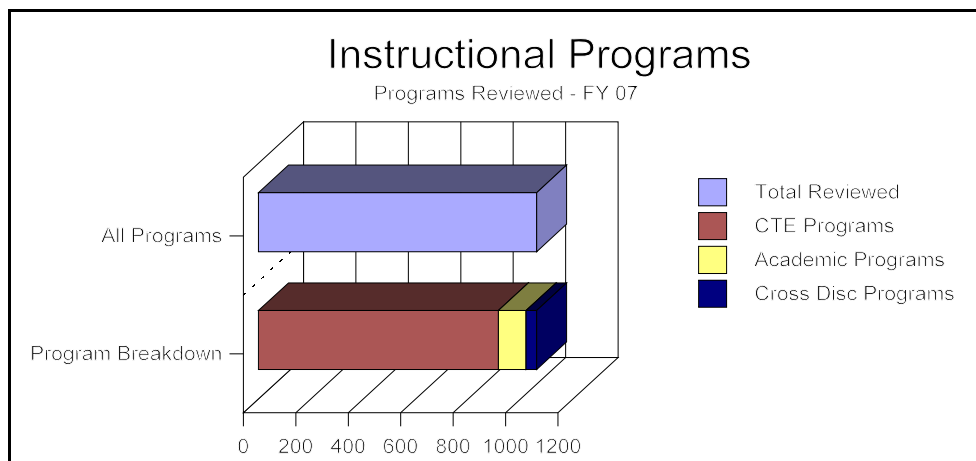
ACADEMIC PROGRAM REVIEW

Community colleges review academic programs at least once every five years. Beginning in fiscal year 2007, reporting requirements changed and colleges were asked to submit the results of the reviews of academic programs on a pre-determined schedule. In fiscal year 2007, *Oral and Written Communications* was the first of the disciplines to be reviewed. One hundred six (106) academic programs were reviewed and all were recommended for continuation with minor improvements.

Communication courses are central to the development of nearly all degrees and certificates. Not surprisingly, communication has the largest enrollment of all the academic disciplines. In fiscal year 2007, college reports described the expansion of online course offerings and progress toward the development of online degrees, the addition of blended, or hybrid, courses–those that combine both online instruction and classroom instruction, and portfolio development. Although technology plays an important role in communication courses, other common themes among submissions this review cycle were assessment of the institution's discipline-level goals and the difficulties in articulation of content from the secondary to the post-secondary level. This section will focus on the commonalities found in the many assessment projects and processes and dealing with the discrepancies between high school and college course expectations.

In the area of assessment, numerous institutions reviewed course goals, the department's expectations, the college's general education objectives, the IAI list of competencies, the college mission and value statements, and other standards. This led to the development of rubrics to use for consistency in course/student evaluation. Colleges compared the instruction of adjunct faculty with full-time faculty, the progress of students from one class level to another and examined equivalencies in educational experiences for students whether they took a traditional class, a computer class, an online class, a fast-track class, a TIC class (two-way interactive class), or a cable class (via television).

Colleges used the results of their institutional assessments to develop more and/or better ways of addressing the various issues they identified. Those activities included further integration of writing labs for all students, creating a help line for composition classes, incorporating library

> *"Oral & Written Communications"
> constituted 10% of all the programs
> reviewed in fiscal year 2007.*

workshops to increase information literacy skills in writing and speech classes, using portfolio assessment to emphasize key writing assignments to ensure quality and determine progress, and, in one instance, merging the department of developmental composition with the college level English department.

Colleges also identified articulation problems between high school and community college. Several colleges utilize course placement data to determine where discrepancies between graduating high school students and college freshman existed. Several colleges planned to begin including a writing sample to their entry placement test. One college implemented a Minimum Competencies Policy at the beginning of fiscal year 2007 because a widening gap was noted between entering high school graduates and college entry-level requirements in English, reading and mathematics. As a result, the institution initiated a College Readiness Project to align curriculum between high school and college.

Among several issues or concerns identified statewide in the Oral and Written Communications area were barriers such as the increasing cost of textbooks, which ultimately consumes a significant portion of financial aid; teaching load/class sizes, which may make it difficult for faculty to give students the attention they need; difficulty in finding adequately trained faculty and particularly those trained in developmental education pedagogy; the increasing "time to degree" due to students being required to complete additional coursework (whether remedial or pre-requisite), which increases the cost of instruction. And lastly, the commonly reported issue of the continued increase of the number

of students entering the first year of college who are not prepared in basic reading and composition skills to the extent required for successful completion of college-level work.

In summary, community colleges statewide are resourceful and effective in offering high quality Oral and Written Communications instruction. While students may need additional attention prior to entering college or while in attendance, colleges are striving to address these needs by partnering with high school faculty to discuss expectations, improving ways to assess instruction, and continuing to prepare students to possess better oral and written communication skills for further education or the workplace and in their everyday lives.

## 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 915 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. According to the

> *"Career & Tech Ed" programs constituted 86% of all the programs reviewed in fiscal year 2007.*

program review summaries provided by each college, 706 career and technical education programs were continued with minor improvements, 92 programs were significantly modified, 86 programs were identified for elimination, and 31 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 2007. 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).

CTE Programs
Programs Reviewed - FY 07
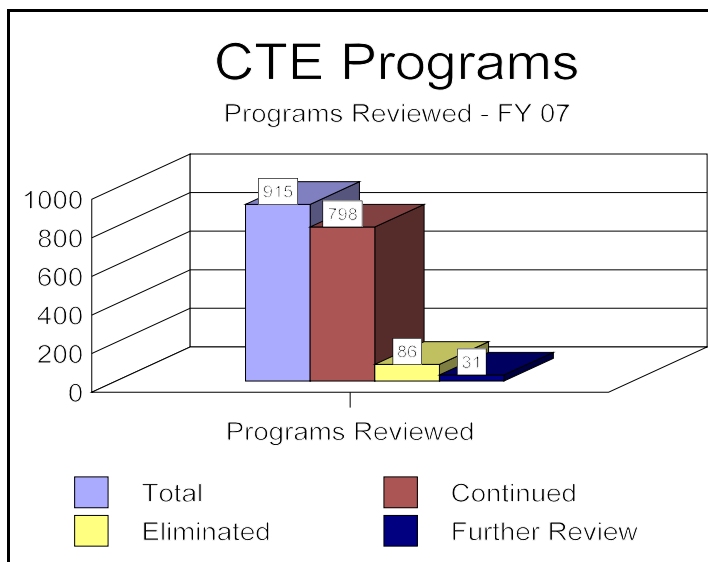
Programmatic areas where the most activity occurred, including programs continued, modified, eliminated or approved reflect substantial changes in our system's field of program and course offerings. This section of the report attempts to summarize the status of existing program offerings, reflect changes that may have impacted these programs during the last review period, and offer insight to issues that may affect these programs in the future.

Those areas include *Health Services, Information Technology, Electronics and Criminal Justice*. Other programmatic areas summarized in this report include Communications and Media, Communications Technologies, Instructional Media, Fashion/Clothing Design, Legal Support Services, Leisure Activities and Services, and Woodworking. 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.   For more information on the State's Career Cluster Initiative go to www.careerclusters.org.

Health Information, Medical and Therapeutic Services

Programs that focus on planning, managing and providing health informatics, diagnostic, therapeutic and related support services. This includes programs in Health Care Administration and Information Technology, Medical Office Management and Assisting, Medical Transcription, Medical Coding, and Therapeutic Massage.

A total of 99 programs were reviewed in this program of study during fiscal year 2007. Programs included within this statewide summary include health information technology, medical transcription, medical office assisting, medical coding, massage therapy, medical lab technology, medical assisting, phlebotomy, and long-term care administration. The majority of colleges reported plans to continue their programs with improvements. Statewide the status of programs in this segment of the allied health field has clearly fluctuated over the last five years. Programs in a given occupational field may flourish in one part of the state and be marked for elimination in another. Overall, these programs saw steady to increasing enrollments and completions, good placement for graduates and a continued need for professional development offerings.

Segments of this field of allied health that saw the most significant growth during the last five year review cycle included massage therapy, medical coding, medical transcription, and medical lab technology. The following chart illustrates the most programmatic activity in this segment of health services was in the addition of new program. Ten (10) new programs were added in Health Information, Medical and Therapeutic Services during fiscal
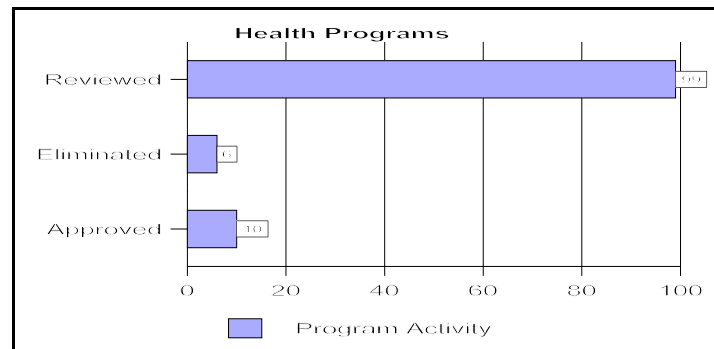
year 2007. Medical coding and medical transcription have both seen a major increase in demand statewide. These programs are typically shorter-term in nature and prepare graduates for immediate employment. Furthermore, these programs lend themselves to independent and hybrid instructional formats which ultimately provide students, with limited access to the college campus, more

educational opportunities. Most labor markets within the state have seen a steady increase in the demand for both "medical coders" and "medical transcriptionists", according to the Illinois Department of Employment Security. In addition, medical lab technology programs have seen an increase in student interest as an alternative allied health career to the traditional paths of nursing and medical administration.

Massage therapy programs have by far seen the greatest amount of activity over all the segments of allied health covered in this year's program review cycle. Prior to 2002 there were nine (9) programs being offered, today there are 18 programs in massage therapy being offered statewide. Legislative changes and the addition of required state licensure have had an affect on the quality and number of programs in therapeutic massage. The Massage Therapy Act mandates the number of instructional contact hours for graduates seeking licensure in Illinois. Furthermore changes in accreditation standards through the Commission on Massage Therapy Accreditation (COMTA) have both greatly affected curricular revision and development, and outcomes assessment of students for institutions offering this program. While enrollments have increased, completions remain steady and placement rates continue to be high for therapeutic massage program graduates, the lack of qualified faculty who meet (or will meet) new requirements of the Act remains an issue. Faculty must be licensed massage therapists and possess two years or 2,000 hours of work experience; however, because the Act has only been in effect for a few years, not all current instructors are considered qualified. Certification through the National Commission on Therapeutic Massage and Bodywork (NCTMB) continues to play a role in how colleges design curricula and assess students. Most programs not only meet state licensure requirements for training, but also meet COMTA and NCTMB standards for program accreditation and certification. Colleges reported plans to continue marketing their programs not only for individuals interested in employment as independent massage therapists, but also towards existing allied health professionals who are interested in cross-training and professional development opportunities. Those audiences include professionals in nursing, long-term care, recreational services, special education and human services.

> *In 2007, there are double the programs in "Therapeutic Massage" as there were in 2002.*

Six (6) programs were identified for elimination during fiscal year 2007, including several in health information technology (HIT) also known as medical records technology. Advancements in digital transcription and universal electronic record keeping have had an impact on the need for large-scale programs in many areas of the state, contributed to the discontinuation of these programs as lack of an employment market, low enrollments, and higher unit costs. Several colleges plan to discontinue degree programs for shorter-term certificates which may provide professional development opportunities for individuals already in allied health looking for a career change. Colleges plan to revise existing HIT programs to better align with local business and industry needs, and develop more articulation agreements with baccalaureate institutions where bachelor degree programs may capstone applied two-year degree programs well.

Overall, colleges reported that maintaining high quality programs in this segment of allied health is a challenge. Program accreditation, faculty development, clinical requirements and student assessment all have an impact on the cost and quality of these programs of study. Colleges continue to promote these programs in unique and affordable ways through hybrid course offerings, shared clinical sites and intensified delivery formats.
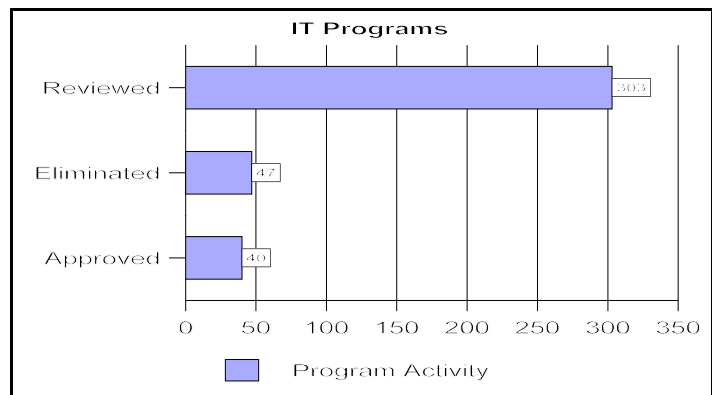
Computer and Information Sciences and Support Services
Programs that focus on designing, developing, supporting and managing of hardware, software, multi-media, and integrated computer information systems. This includes Computer Science Technology, Computer Programming, Data Processing, Microcomputer Support, Multi-media Design, Networking, and IT Administration.

Programs included within this statewide summary include Computer Programming, Microcomputer Support Technology, Hardware Technology, Web Page Design, Network Technology and Administration, Computer Graphics and Animation, Database Management, and IT Security. As the chart illustrates, this is the largest program area reported on this fiscal year. There were 303 programs reviewed in this field of study, the majority of colleges reporting plans to continue with their programs with improvements. Statewide the status of programs in this field has continued to grow over the last five years. Statewide the general demand for workers with information technology skills has increased steadily, while demand for workers with specialized skills in new and emerging areas, such as gaming and IT security, has clearly shown explosive growth. While 47 programs in information technology were eliminated or scheduled for further review during this review cycle, overall, these programs saw an increase in enrollments and completions, good placement for graduates and a continued need for professional development and cross-training opportunities statewide. A total of 40 new programs were added in this field of study during fiscal year 2007.

Segments of this field of information technology that saw the most significant growth since the last five year review period included computer animation/ graphics/gaming, web page design, and computer forensics/IT security. However, in some rural areas of the state, the staples of most college's IT offerings have experienced slightly decreasing enrollments. Computer programming and networking technology programs have been adversely affected by stagnant labor markets and the saturation of workers with necessary IT skills. Many colleges reported reconfiguring their computer information systems and programming curricula to better align with local business and industry needs or specializations. Institutions identified the common issue of stopping-out for employment as a major reason for drops in program enrollments. Many students are looking for one or two courses that will prepare them for immediate employment and are not interested in pursuing a "long-term" certificate or degree program. Colleges continue to fight this common practice by developing shorter-term certificate options in a variety of specialties that not only package skill training into a shorter format, but also offer many existing IT professionals with opportunities for cross-training.

> *Occupational & Industry Employment
> growth is projected at
> nearly three times the average
> statewide for "Information Technology"
> through the year 2014.*

One of the fastest growing program areas in the state has been computer graphics, animation and gaming. An increasing number of institutions identified this area as a new and emerging field of study five years ago and since that time colleges have been developing programs to meet the growing demand for workers with these skills. These programs focus on the design, development and product testing of graphics and animation for use in a variety of computer and web-based applications. Graphics and animation multiple uses in software applications for computer games, and educational and training programs, and in web applications such as commercial and retail merchandising, advertising and surveying.

Another program area of substantial growth statewide is in web page design. Colleges began offering these programs in certificate format, but quickly realized the complexity and demand for highly skilled web designers and developers could require additional advanced education and training. These programs focus on producing websites and website applications from conceptualization through site testing and maintenance. Individuals trained in these programs may be required to offer creative ideas, site programming and usability services for individual, commercial, or retail clients. Colleges indicate that these programs have seen a steep rise in popularity over the last five years, particularly as opportunities for communicating and merchandising on the web increase.

Computer forensics and IT security has also seen a dramatic increase in demand throughout the state, and community colleges have reacted accordingly. These programs focus on the secure maintenance and retrieval of sensitive or private information and communication networks at a variety of consumer levels. Security of highly sensitive private information for individuals, businesses and governments has always been an issue, even more so since 2001. Institutions responded to the needs of employers for individuals with these specialized skills by developing programs that would provide both entry-level and cross-field education and training. While many colleges reported that course offerings in these areas continue to show stronger enrollments than programs, student and community interest in this field has maintained high over the last five years.

According to the Illinois Department of Employment Security, occupations related to this program of study have seen a steady, but significant, growth in employment over the last five years and are projected to continue above average growth over the next five years. Enrollments and placements in these particular IT-related programs continue to reflect that trend. Furthermore, replacement needs in this field grow as workers retire or leave the labor force for other employment opportunities.

Common challenges identified by the colleges in operating quality IT programs included the overall cost prohibitiveness of computer labs and maintaining cutting-edge technology; the difficulty in keeping up with advancements in and changes to industry standards for faculty; the need for more and better articulation for degree graduates at the baccalaureate level; and the difficulty in retaining students through program completion.
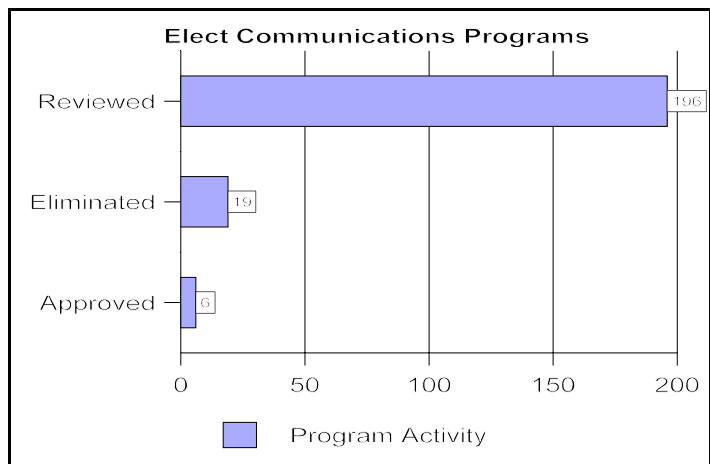
Electrical/Electronics and Communications Technologies

Programs that focus on planning, managing and providing professional and technical services related to science and engineering technology. This includes program areas such as Electronics Technology, Electronics Control Systems, Computer Systems Technology, Wireless Communications and Telecommunications Technology.

A total of 196 programs were reviewed in this program of study during fiscal year 2007. Programs included within this statewide summary of Electronics include electronic control systems technology, CNC technology, computer systems technology, appliance repair technology, instrument systems technology, wireless communications, and telecommunications. While many colleges planned to continue their programs with some improvements or modifications, nineteen (19) programs were discontinued during this review cycle. As illustrated in the chart, the most activity seen among Electronics programs was elimination. The most common programs targeted for elimination were in industrial maintenance, industrial electronics and computer repair. Factors leading institutions towards eliminating these programs included low enrollments, bleak employment outlook locally, costs of maintaining current technology and equipment, and the shift in training needs from program to course level offerings. Several new programs in wireless communications, and telecommunications technology were approved during fiscal year 2007, in addition to many colleges seeking revisions to existing electronics programs and the establishment of shorter-term certificate programs that meet the more immediate need of local industry for qualified and trained workers. Six (6) new programs in this field of study were added during fiscal year 2007.

Elect Communications Programs

Program Activity	
Reviewed	196
Eliminated	19
Approved	6

While enrollments in these program areas remained steady, major restructuring of existing electronics and industrial maintenance programs to better align with local business and industry needs was cited as a common occurrence over the last five year review period. Colleges across the state cited increases in specialized training and course offerings targeted at the existing workforce. Advancements in the reliability of consumer electronics have also had an effect on the need for people with specialized training in electronics

> *"Electrical/Electronics & Communications Technologies" had the second highest number of programs reviewed during fiscal year 2007.*

technology. For example, because personal computers have a longer use life, the demand for computer repair technicians has decreased. But, new and emerging technologies in wireless and telecommunications has increased the demand for technicians with these skills over the last five years. As electronic devices have become more complex and more miniaturized, the practice of component-level repair has increased, requiring more knowledge and skills in this specialized technology.

Issues that have remained constant for these program areas over the last five years include the cost of maintaining laboratory space, equipment and technology, along with the cost prohibitive nature of certification (such as A+, CompTIA, and IET credentials) for students, the tendency for students to stop-out mid-program for employment, and the challenge of keeping faculty up-to-date on the most current trends and technologies.

Colleges reported plans to re-market or change their marketing strategies with their electronics programs, increase hybrid course offerings, offer mini-scholarships towards the cost of certification for economically disadvantaged students and establish better articulation patterns and agreements with local secondary schools and baccalaureate institutions.

Security and Protective Services

Programs that focus on the planning, managing and providing of protective services. These programs include Criminal Justice and Criminology.

A total of 117 programs were reviewed in this program of study during fiscal year 2007. The Criminal Justice and Criminology programs offered at various community colleges is designed to meet the needs of individuals seeking employment in the field of law enforcement, corrections, or security. Coursework will prepare students for direct employment into the field or articulation into a four-year college or university. While two (2) programs were discontinued/eliminated completely, as illustrated by the chart above eight (8) new programs were approved in this program area during fiscal year 2007. The majority of programs being offered at community colleges were continued with minor improvements with six colleges significantly modifying current programs in place, one college placing on inactive status, and one college discontinuing/eliminating the program altogether.
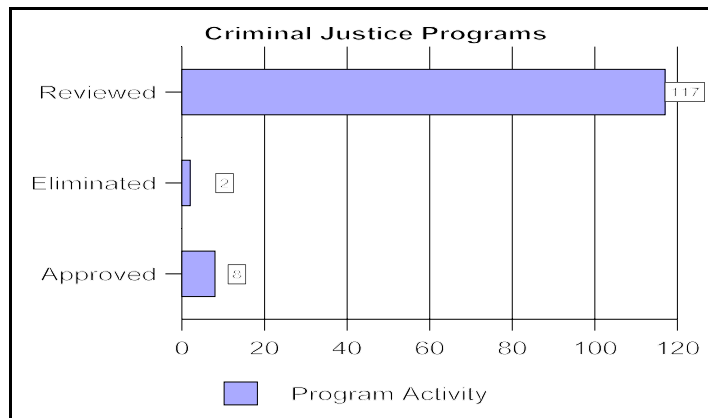
Programs that continued with minor improvements continue to address the needs and developments of the field. New courses have been developed in response to the emerging fields of Homeland Security and Terrorism as well as the physical requirements expected in the job. Homeland Security and Terrorism courses continue to be added to the curriculum as part of the degree or certificate requirements. A health and physical fitness requirement has also been added to prepare students for the Illinois State Police Merit Board exam that all newly appointed officers have to pass in order to be accepted into the academy and/or a position in the agency. This allows students a first insight into the expectations during pre-employment testing.

> *"Criminal Justice" programs &*
> *coursework offer both preparation for*
> *employment & transferability through 2+2*
> *articulation at the baccalaureate level.*

There continues to be an emphasis placed on internship and service learning opportunities incorporated into the core components of the curriculum. This allows a linkage between the colleges and the community as well as the students to the community in order to make a connection between classroom learning and real life experiences.

Colleges who chose to significantly modify the program continued to see high enrollments in courses offered and consistent retention rates, however, significant time was spent in designing new curriculums that directly included articulation agreements with four-year programs in criminal justice or related studies to provide additional opportunities for students to enter employment directly following their A.A.S. completion or transfer to a four-year college or university to further their studies. Local administration has now made it a priority to continue working with and making connections with four-year institutions and with students in terms of advising them on transfer opportunities as well as working more closely with advisory committees to address needs for program improvement and growth.

Various statewide program issues affect the overall effectiveness of the program and have been addressed by the colleges within their review. More departments are requiring bachelor's degrees for hiring and/or promotion. The need for this higher level degree becomes a motivating factor for students to complete the two-year degree requirements at the community college and transfer to a four-year institution to continue studies. Although colleges provide internships and student learning opportunities for hands on training, there is also an additional need for more educational tools to develop real world crime scene experiences within the classroom. High cost of equipment and lack of facilities has not allowed colleges to expand this knowledge within the classroom without sending students to an offsite training locations. Colleges continue to explore how to best meet those needs.

Communications, Journalism, and Related Programs

Programs that focus on designing, producing, writing and publishing multimedia content in a variety of formats to a variety of audiences. These programs include Mass Communication, Journalism, Radio and TV, and Public Relations/Advertising.

As illustrated in the chart below a total of ten (10) programs were reviewed in this program of study during fiscal year 2007. While the total number of career and technical programs related to this area of study is relatively small in comparison to other program areas reviewed this fiscal year, a total of six (6) new programs (three A.A.S. degrees and three certificates) were added during fiscal year 2007. This represents the largest percentage of new additions of programs in the set of programs reviewed this year.

Although the intent of these programs at the colleges has mostly been occupational, many courses within the programs recently have been individually articulated with four-year institutions offering radio/TV degrees to facilitate continued pursuit of higher education from students wishing to pursue employment beyond entry-level advancement in this industry.

Colleges continue attempts to stay current with industry standards while also maintaining course-to-course stability so students maintain a sense of how concepts in one area not only relate to that course, but to the entire media world. An overall goal of the colleges has been to integrate into the curriculum more real-world, hands-on training opportunities in the various areas of the program to provide students opportunities in the career area outside of the classroom.

Radio/TV & Publishing Programs

Program Activity	Value
Reviewed	44
Eliminated	2
Approved	4
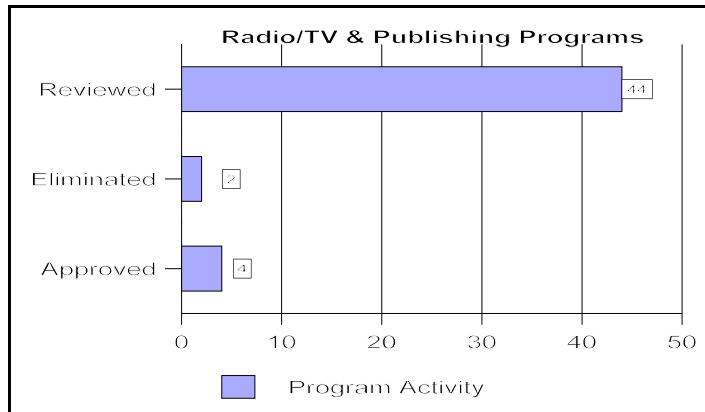
The biggest challenge in this program area for colleges has been the continued need to keep current with the industry. Commercial television stations will soon move to High Definition Digital equipment (HDTV). Likewise, radio stations are slowly switching to digital broadcast systems. Overall planning must begin at each college soon so that updating any equipment can occur over a period or time to lessen the impact on college funding. Costs for all upgrades could be in excess of $100,000 or more. Changes to digital also will require curriculum updates in order to keep pace with the new technology. As technology evolves in these programs of study, so must colleges' training to keep pace with demand of local business and industry.

Communications Technologies/Technicians and Support Services
Programs that focus on the technical aspects and related services supporting communication planning, design and production in a variety of formats. These programs include Radio/TV Technology and Printing/Publishing.

As the chart illustrates, a total of 44 programs were reviewed in this program of study during fiscal year 2007 and four (4) new programs were added. Most programs within this area were continued with minor or significant improvements, two colleges discontinuing/eliminating their programs, and one scheduling to further review the program being offered.

Of those continuing the program with minor improvements, colleges strive to make every attempt to compete with today's world of technology by offering courses in current software packages that students will be able to use in the business environment. Labs and software are continuously updated and faculty attends conferences and workshops to keep abreast of industry

Communications Programs

Program Activity	Value
Reviewed	10
Eliminated	0
Approved	6

demands for those entering the field. Communication continues to be kept strong between employers and the colleges to be sure skills being taught are what employers are looking for in future

employees. Faculty will be exploring the development of 2+2 programming for those seeking a degree beyond an associate level.

The program area was significantly modified at two colleges to create a wider recognition and greater visibility for the program as well as eliminating classes that are not relevant to current industry needs. One program in particular is increasing support from companies in the industry such as Apple, Canon, and Quark. Industry partnerships continue to provide opportunities for faculty and students to explore the latest technologies.

Colleges that have chosen to discontinue/eliminate their programs cite low enrollment and declining employment projections as contributing factors. Furthermore, programs in this area continue to face the challenge of maintaining up-to-date equipment and materials, and also to market the programs more effectively to students. Equipment costs are escalating with the edition of new and advanced technology. With lower enrollments being noted, additional recruiting and networking are needed to increase awareness of the program for students in high school.

Education

Programs that focus on the theory and practice of planning, managing, teaching, learning and providing related support services in an instructional environment. These programs include Instructional Media Technology.

No colleges provided a program review of Instructional Media programs offered on their campus. However, two (2) new programs, one (1) degree and one (1) certificate were approved in education during fiscal year 2007.

Family and Consumer Sciences/Human Sciences

Programs that focus on the physical, social and emotional interaction within the family, workplace and community unit, including consumer related services. These programs include Fashion/Clothing Design.

A total of three (3) programs were reviewed in this program of study during fiscal year 2007. One college reported on their offerings in this field of study indicating their program was continued with minor improvements. Future improvements are planned that will assist students with new trends and demands that exist in the constantly changing fashion business.

Various statewide program issues are being addressed by the college in terms of establishing a method for offering dual credit, development of summer courses, demonstrations for high school teachers, and working specifically with the Mayor's Fashion Advisory Council (MFAC) and applying directives for job development.

Legal Professions and Studies

Programs that focus on the planning, managing and providing of legal services. These programs include Legal Assistance and Paralegals.

A total of 26 programs were reviewed in this program of study during fiscal year 2007. As indicated on the chart, one (1) new certificate request was added and one (1) existing program was eliminated during fiscal year 2007. Of the programs reviewed, several were continued with minor improvements with one college placing the program on inactive status, and one college significantly modifying the program area and scheduling a further review once improvements have been implemented.

Programs that were continued focused on the need to provide students with state of the art technology to handle the demands of an ever changing profession that has begun to rely on the need for additional computer skills upon entering the field. Colleges have begun to enhance access to computer labs for class assignments in order for curriculum to keep pace with current trends.

Several colleges utilize the American Bar Association to evaluate their curriculum and course outlines in each of their two- to three-year reporting cycles, as well as keeping faculty that are active practitioners in the field familiar with the American Bar Association's standards and guidelines. Faculty are working towards showcasing student work through the various courses through portfolios that provide the student a way to demonstrate to future employers the skills attained as they have advanced through the course curriculum.
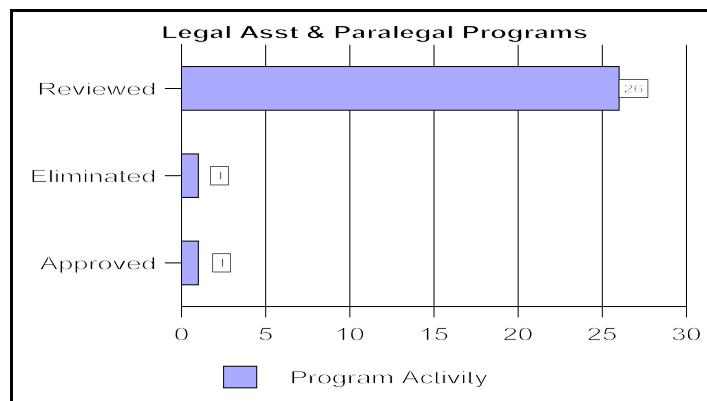
Various marketing strategies have been developed to recruit students in this program area. Colleges have begun to expand awareness of the program to other districts that may not offer the paralegal program to entice students into the field of study should they not have access within their home district.

Only one college reported placing the program on "Inactive Status" due to the occupational demand drastically dropping within the last five years. The occupational outlook in the area continues to decrease and is not likely to increase in the coming years. Thus, the program was officially discontinued in December 2007.

Numerous program issues have been addressed by colleges as they move forward with the Legal Studies program area being offered at their campus. Colleges stress the need to consider the possibility of statewide licensure or other type of regulatory scheme to be implemented regarding paralegals in practice. Several states have begun to consider regulatory schemes and a few states have even implemented aspects of regulation for this program area. Even without some form of licensure or regulatory scheme, there has been an ever-increasing trend for a Bachelor's Degree in

many areas of the state as an entry level requirement into the legal profession. This pushes colleges to pursue articulation with four-year institutions once students complete degree requirements at the community college level.

Lastly, colleges must continue to include instruction on the new technology coming into the profession. This may include instruction on software for case management, litigation preparation, and legal research. Courts have also begun to introduce electronic filing requirements for cases. This continued development in technology will require instructors familiar with the latest information as well as budget allotments for the college. This will allow for the introduction of the technology to be implemented into the classroom in an affordable and timely manner to keep students with the pace of the industry needs.

Leisure and Recreational Activities

Programs that focus on planning and managing leisure activities and planning, promoting and managing recreational services. These programs include Leisure Activities Services.

One (1) college submitted a program review within this field of study in which minor improvements were to be made. This program, in piloting, will be upgraded with new flight simulator software. The college will continue working with local business to offer courses that may provide development opportunities to students interested in pursuing this training for a career.

Precision Production

Programs that focus on manufacturing materials into products using precision planning, engineering and control processes. These programs include Printing press technologies and Woodworking.

A total of two (2) programs were reviewed in this program of study during fiscal year 2007, both programs being continued with minor improvements.

Colleges continuing to provide the program area to students keep pace with industry standards by upgrading equipment used to teach several classes. Upgraded equipment allows students to have that "hands on" experience they will be using in the workforce. Various marketing efforts have been used to inform current and incoming students of program possibilities and job outlook. Low enrollments in these program has prompted the colleges to revise their programs during the coming fiscal year.

CROSS-DISCIPLINARY PROGRAM REVIEW: GENERAL EDUCATION

The redesigned program review process set forth a schedule of reviews that, for fiscal year 2007, included General Education. The Illinois Articulation Initiative (IAI) sets the standard in Illinois for general education programs. All baccalaureate/transfer degrees must contain the IAI General Education Core Curriculum (GECC). The GECC is a package of IAI panel approved coursework that, when completed, will transfer to a receiving institution and be accepted in lieu of that institution's lower-division general education core. Students taking IAI General Education coursework are assured that they are receiving an education comparable to that of freshmen and

sophomore students at any public institution in Illinois and that the IAI general education package of coursework will transfer seamlessly.

In fiscal year 2007 program review reports, colleges provided examples of practices including setting standards that only IAI courses are included in general education offerings, that general education course syllabi   are aligned with departmental objectives, college mission statements, and core

> *"General Education" programs constituted 4% of all programs reviewed in fiscal year 2007.*

values, and that student satisfaction surveys with transfer program graduates are used to provide data for program improvement.   Forty (40) reviews were submitted on general education program offerings this fiscal year.

A "Report on the Evaluation of the Illinois Articulation Initiative" (April 2006) established a requirement that institutions identify an institutional review process to ensure that courses submitted to IAI for general education met standards set by the faculty panels. Several community colleges reported that such processes were implemented.

Dual credit offerings played a significant role in the expansion of general education coursework. Most high schools in community college districts offer dual credit courses that allow students to take college coursework that counts toward high school diploma requirements and toward the IAI GECC requirements.

Many colleges emphasized assessment of student learning across their program majors. Course and class assessment is being used throughout the colleges to continuously improve student learning and successful transfer upon completion.

Another area of great attention is student outcomes. Illinois community colleges are collectively addressing improvement of the process of assessing student outcomes in a way that will advance the teaching and learning processes, increasing accountability, and create an environment where outcomes assessment is a continual process that is valued and used by the college community. Using student outcome information will enable colleges to strengthen the connections between course, program, and general education assessment.

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/counseling, financial aid, library/learning resource center, tutoring/study skills/learning support services, admissions, disability services, student assessment, and student records/registrar functions. 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 2007.

Financial Aid Services

Financial Aid offices are serving an expanded role at the colleges as cost of attending college and students seeking financial aid increases. Several areas emerged as major findings and improvements at those colleges who reported on financial aid.

Customer service has always been an issue when dealing with students and financial aid. Lengthy waiting periods, multiple visits, inconvenient location, inadequate privacy and cumbersome forms are just a few common issues identified by the colleges as challenges faced in their financial aid departments. Colleges have increased staff to address the needs of turnover or lack of sufficient staff, as well as offering professional development training workshops for staff on updated regulations, software and technology improvements, and handling customer service issues of community college audiences.

Technology was rated the strongest factor in expediting the financial aid process for both staff and students, thus improving customer service at many institutions. Enhancing the use of email and web-based communication has increased the colleges' abilities to communicate more efficiently with students and reduced time spent waiting for counselors. Improving or adding these online services have allowed students to process documents, view their financial aid file, receive important announcements, or contact specific staff with questions.

Another challenge faced by financial aid departments at the colleges is community outreach - informing the public about available financial resources and services. Several colleges reported implementing outreach programs and workshops within the community targeting specific audiences, such as low-income areas of the district. Collaboration with other college departments to develop cross- marketing strategies for targeted audiences has also proven key to improving the awareness of financial aid services in their communities.

Statewide issues identified by the colleges include: rising tuition rates and decreasing funding; the Illinois Veterans Grant(s) and Illinois National Guard Scholarship(s) have not been fully funded even though colleges and universities are required to provide benefits; and the Monetary Award Grant (MAP) is no longer paying 100%, most colleges noting a drop to 90-80% in coverage. Each of these issues, which represents a depletion of available resources, presents a unique challenge to colleges as they face an increasing number of requests for financial assistance each year.

Advising and Counseling Services

The student advisement and counseling staff constantly strive to develop and implement best practices to improve effectiveness and student satisfaction. They are vital in helping students feel connected, make referrals, and offer resources. Several areas emerged as major findings and improvements at those colleges who reported on advising and counseling.

To address customer service issues in advising and counseling departments, several colleges reported merging advising and counseling positions to include career, educational, personal counseling. This created more staff availability for students and an integration of services. Many offices identified the need for more assistance from external consultants in establishing appropriate services for students with mental health and/or behavioral issues, and developing an early alert system for advisors and counselors that will assisting staff in earlier intervention and service referral for students.

Colleges also reported increasing the role of technology in advising and counseling for student service delivery. Enhancements such as on-line registration that assist students in making more appropriate course, curricular, and support services selections have been added to many college's websites. Additionally, colleges reported conducting workshops for new and returning students to train them on web-site usage and self-advisement.

Statewide issues identified by the colleges included an increase in the number of students with learning disabilities, behavior disorders, and mental health issues enrolling at the institutions, and an increase in the number of faculty referrals and requests for crisis intervention.

Library Services

Libraries and Learning Resource Centers within the community colleges are designed to provide collections and offer instructional assistance that supports the teaching, learning, and information literacy of the college community. The library also plays an integral role in supporting the research needs of students who are affected by licensure changes, trends in occupational demand and changes in university transfer policies and disciplines that affect college programs. Several areas emerged as major findings and improvements at those colleges who reported on library services.

Colleges reported a continued need to offer more documents and information electronically; an increased need to acquire or update equipment and materials for students with physical and learning disabilities; the constant challenge of information security and protection of all resources; printed, electronic and otherwise.

Statewide issues identified by the colleges include a continued need to increase staffing, increase or update facilities, and update text and electronic materials. Almost every library/learning resource center is facing the same issues of providing current computer capability, broadband access, and increased subscriptions to databases for articles and professional journals. These are items that go beyond the traditional budgets and avenues of support for many of these facilities. Furthermore, college libraries are constantly seeking ways to meet the needs of the "Net Generation", acquiring and developing resources - which may be costly - that provide both faculty and students with instant information in a rapid, interactive format.

CONCLUSION

The *Program Review Statewide Summary for Fiscal Year 2007* provides evidence of the community college system's continued efforts towards meeting the diverse needs of their communities. While constraints on fiscal resources increase, 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 1,061 instructional programs during fiscal year 2007, making recommendations for continuing, modifying or eliminating curricula and courses in a broad range of academic and career and technical program areas.

One hundred six (106) *Academic programs* within Oral and Written Communications were reviewed this fiscal year, all recommended for continuation with minor improvements noted. Major challenges cited by the colleges in maintaining high quality oral and written communications 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.

Nine hundred fifteen (915) *Career and Technical Education programs* were reviewed this fiscal year. Of those, 706 programs were continued with only minor improvements, 92 programs were significantly modified, 86 programs were identified for elimination, and 31 programs were scheduled for further review during the coming year. Over the fiscal year 2007 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 *Health Services, Information Technology, Electronics and Criminal Justice*. 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 2007. 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.

Evaluation of general education programming was identified as an integral step in the continuous improvement of academic/transfer and career and technical education of the system during the revision of ICCB's statewide program review processing several years ago. While not considered a stand-alone academic program, nor an applied program, nearly all instructional programs include general education programming of some kind. The success of the college's general education program contributes to the success of all community college learners and graduates. This fiscal year marks the first time institutions were required to submit an evaluation of their general education programs. Forty (40) general education program reviews were submitted for fiscal year 2007. Colleges identified overall successes and challenges to maintaining high quality general education offerings. Commonly cited statewide issues included assessment of student learning outcomes, utilizing assessment information at both the short- and long-term levels for program improvement, and maintaining the highest level of transferability between community colleges and baccalaureate institutions.

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 2007. College submissions centered around Financial Aid Services, Advising and Counseling Services, and Library Services and 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.

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 (general 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.

--- **BEST PRACTICES** ---

The following is a compendium of *Best Practices* as submitted by the community colleges with their Fiscal Year 2007 Program Review summaries. Submission of a best practice was optional and could be drawn from any area of the institution including Instructional Programs (Academic, Career and Technical, or Cross-Disciplinary), Student and Academic Support Services, or Administrative Functions. The practices submitted have been organized into these described sections.

Sixteen (16) colleges and 20 *Best Practices* are included in this year's compilation. While not mandatory, ICCB staff highly encourage 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.

Instructional Programs

Academic

Title of Best Practice: Dual-Degree Program Manufacturing Technology or Robotics (with Bradley University and Western Illinois University)
College: Carl Sandburg College
Contact Information:
Mr. Matt Hanson
Phone: 309-345-3504

Description of Innovation/Best Practice: While most of the students that enter the Industrial Control Technology program seek immediate employment upon graduation, some are interested in attaining a 4-year degree. Our university partners have indicated that many times transfer students are offered a job in the 3rd year and do not go on to complete their degree. The dual-degree program incorporates a curriculum of advanced physics and mathematics that allows for two student objectives: 1) attainment of an A.A.S. in Industrial Control Technology and 2) positioning to transfer into a 4-year program in manufacturing technology or automation/robotics.

Results/Measurable Outcomes: Students that attain their A.A.S. in Industrial Control Technology and then enroll in the Manufacturing Technology or Automation/Robotics programs at either Bradley University or Western Illinois University.

Title of Best Practice: "The Write Place" Writing Center (WPWC) of John A Logan College
College: John A. Logan College
Contact Information:
Harris Mosley, Associate Professor, English
Phone: 618-985-3741 ext. 8325
Email Address: harrismosley@jalc.edu

Description of Innovation/Best Practice: "The Write Place" Writing Center is an academic-tutoring facility devoted solely to improving students' writing. Students can use the WPWC on a walk-in basis for one-on-one help in any aspect of the writing process. Our trained tutors ("coaches") are full time and term faculty members and other qualified personnel. The WPWC offers students a true learning experience. Coaches sit with students and have a pleasant, conversational chat to proofread a paper or to explain a certain principle of effective writing. When coaches find errors, they do not simply "give" students the correct answer. Instead, they explain the general rule that applies and then help the students understand that rule. In addition to the coaches' knowledge, the WPWC also uses other excellent sources to help students. Twelve state-of-the-art, Internet-connected computers are available, as well as the most rhetorical handbooks, many handouts, and an unabridged dictionary. The room is decorated with pictures of famous writers and with inspirational quotes about writing.

Results/Measurable Outcomes: On the average, the WPWC sees at least 300 students per semester and employs as many as twelve coaches. Students fill out a brief evaluation after each session, in which they reveal their opinion of how the session went. The choices are Excellent, Good, Fair, or Poor. In the four years the WPWC has been operating, only two students have marked "Good." All the rest have marked "Excellent." The form also gives students an opportunity to write comments. One student wrote, "I learned more about English in this session than I did in all four years of high school!" Another wrote, "This place is a God-send! I'll definitely be back!" The College faculty and administration have been very supportive of the WPWC and have enthusiastically urged their students to take advantage of the benefits.

Title of Best Practice: An Integrated Approach to Teaching Developmental English &
Reading
College: Prairie State College
Contact Information:
Jason Evans, Chair, English
Phone: 708-709-3947
Email Address: jevans@prairiestate.edu

Description of Innovation/Best Practice: To foster a successful transition from high school to college for incoming students who need developmental writing (62%) and reading (25%), we merged our highest level developmental reading and writing courses into a single 6 credit hour gateway course. We include a strong intentional advising component to ground students in the college community and provide focused career and academic counseling. Each section of the course is assigned a dedicated intentional advisor, who provides in-class advising as well as arranging for individual appointments. We provide significant opportunities for faculty to learn best practices,

teaching strategies, and to collaborate with colleagues on a regular basis in a faculty learning community. Full-time and part-time faculty create integrated syllabi and common assignments, collaboratively assigning a single grade while providing feedback from both instructors.   Often, full-time and adjunct faculty team-teach the course.

Results/Measurable Outcomes: There has been a dramatic increase among full-time faculty in teaching developmental courses. This Spring 100% of our English faculty taught at least one developmental course. Students receive strong academic and career counseling. Success rates in the integrated course are climbing, and more students are persisting to enroll in other courses.

Career and Technical Education

Title of Best Practice: Wabash Valley College Bike Build
College: Wabash Valley College
Contact Information:
Matt Fowler, President
Phone Number: 618-262-8641 ext. 3383
Email Address: fowlerm@iecc.edu

Description of Innovation/Best Practice: Wabash Valley College sought to create a cross-disciplinary exercise that would require students from various career and technical education programs, faculty, industry personnel and adult learners to work together to build a one-of-a-kind custom motorcycle. The project was titled "The WVC Bike Build."

Normally, students within each of our career and technical education programs complete individual projects used to assess learning within their programs of study. The advisory council for many of our career and technical education programs advised our lead instructors that they would like to see more cross-disciplinary involvement in these projects because there is nothing in industry that happens without input from multiple departments. Therefore, students are still required to complete projects within their program of study, but the "WVC Bike Build" was designed to simulate a real world project for students within these programs.

Participants from the Electronics, Machine Shop, and Manufacturing Technologies programs teamed with the Industrial studies program to use the skills they acquired over the past year to completely fabricate a custom chopper. Meanwhile the Marketing/Business Management program was integral in the marketing and cost analysis of the project. The Radio/TV program filmed the entire 8 month process and created a mini-series that aired on the college TV station to showcase the process from beginning to end. Each of these programs had to use teaming, planning, and coordinating skills that had never been required in a cross-disciplinary format. These same skills were further emphasized in this project by reaching out to the community and allowing individuals that wanted to learn how to fabricate a custom motorcycle like the ones they see on TV shows such as *Orange County Choppers* to participate in the project and be trained by the students.

Results/Measurable Outcomes: Wabash Valley College Bike Staff thinks the final project speaks for itself. Sixty-three students from six career and technical education programs were involved in the project. Students spent a total of 9,096 hours designing, testing, and fabricating a one-of-a-kind custom motorcycle. Assessment results showed that the students exhibited a greater understanding of the interrelatedness of various disciplines of study; the demand for teaming, understanding the big picture and recognition of the need for quality by all concerned.

Title of Best Practice: Acquisition of Resources for Electrical Distribution Program
College: Frontier Community College
Contact Information:
Blenda Demaret, Dean (Interim)
Phone Number: 618-842-3711
Email Address: demaretb@iecc.edu

Description of Innovation/Best Practice: Efforts to garner required equipment for the proposed Electrical Distribution program at Frontier started with an assessment of the needs. Working in concert with Linn Technical College of Linn, Missouri and Wayne-White Electric Coop, FCC developed a list of needs totaling in excess of $100,000.

The Illinois Eastern Community College district showed support with available funds from an annual CTE allocation distributed equally to all four district colleges. Additional help came from both the City of Fairfield and Wayne-White. The City donated a 1989 fully functional bucket truck to the cause. Wayne-White has allocated $10,000 in funds for use by the college in the development of the program. Thus far, the college has chosen to use the Wayne-White donation to offset personal tool, textbook and clothing needs for incoming students for the fall 2007 semester.

Results/Measurable Outcomes: The program debuted in fall 2007. The results and measurable outcomes include: student enrollment (15 students target); training partnerships with minimum of two utility companies; Wayne-White Cooperative and the City of Fairfield; and 85% target job placement and/or job enhancement.

Cross Disciplinary

Title of Best Practice: Human Diversity Week
College: Harold Washington College
Contact Information:
Keenan L. Andrews, Assistant Dean Research and Planning
Phone Number: 312-553-5296
Email: kandrews@ccc.edu

Summary: The Human Diversity Committee embraces the definition of diversity and the four (4) learning outcomes for human diversity, which have been established by the Assessment Committee:

"Human Diversity" describes variations within the full range of cognitive, behavioral, and socio-economic status, sexual orientation, physical attributes and disabilities, age, health, language, education, political beliefs and other differences in cultural expression and tradition.

Diversity Learning Outcomes:
- Analyze and discuss contemporary multicultural, global, and international questions in a diverse setting.
- Identify and respect that there are various ways of thinking, communicating, and interacting, for example, by working with culturally diverse groups towards a larger goal.
- Evaluate diverse moral and intellectual perspectives, principles, systems, and structures
- Articulate the value of cross cultural campus and community activities and their impact on the lives of others.

Description of Innovation/Best Practice: In spring 2007, Harold Washington College established the Human Diversity Committee, which comprises faculty, staff, and administrators. Using the first Human Diversity Survey, which was conducted by the Assessment Committee in September 2005, the Human Diversity Committee's charge is to engender a positive, productive, learning and working environment through curriculum and faculty and staff development. The committee has three subcommittees: Events, which plans educational activities geared primarily for students; Curriculum, which spearheads piloting courses with diversity emphases, incorporating into these courses diversity learning outcomes; and Development, which exclusively addresses the concerns of faculty and staff. The week of April 16, 2007 Harold Washington College held its Inaugural Diversity Conference entitled, "Diversity 1.0: Planting Seeds." A total of 497 students, faculty, and staff attended the four day conference. The speakers consisted of experts and a panel presentation by HWC faculty members in regards to race and ethnicity.

Topics of diversity discussed at the conference included Race, Sexuality, Diversity at City Colleges of Chicago, Ethnic and Political Implications of Religion, Perceptions, Cross Cultural Communication, Multicultural Classroom and the movie, *Babel*. In addition, the Development Subcommittee unveiled "the box" to the college community. "The box" represents the concerns and suggestions faculty, staff, and students have regarding diversity at our institution. Everyone is welcome to place his/her suggestions and comments regarding diversity at HWC in "the box."

Results/Measurable Outcomes: An evaluation survey was administered at each break-out session at the conference. Students scores ranged from 89%-95% in favor of the conference. Over 90% of the students were interested in more campus conferences that included discussions about diversity. 91% of students stated that the conferences inspired him/her to enroll in courses with a diversity emphasis in order to learn more about diversity.

> **Title of Best Practice:** Alliance for College Readiness
> **College:** Elgin Community College
> **Contact Information:**
> Gena Glickman, Vice President-Teaching, Learning & Student Development
> Phone Number: 847-214-7363
> Email Address: gglickman@elgin.edu

Description of Innovation/Best Practice: Several members of the English and Math departments have participated in the creation and continuation of the Alliance for College Readiness, a collaborative project between District 509 high schools and ECC. The goal of the project is to "increase the college readiness of District 509 high school students."

Results/Measurable Outcomes: To that end, English and Math department members have worked with their counterparts from District 509 high schools to align curriculum and expectations and to open the lines of communication for the benefit of the students. The College Readiness Advisory Council has several sub-committees which include top level administrators, faculty, teachers, and community and business leaders. Programs are developed for parental involvement, curricular alignment and professional development.

Student and Academic Support Services

> **Title of Best Practice:** The Mary McLeod Bethune Women's Center
>   at Kennedy-King College
> **College:** Kennedy-King College
> **Contact Information:**
> Meryl L Junious, Professor
> Phone Number: 773-602-5187
> Email Address: mjunious@ccc.edu or mmbwomenscenter@ccc.edu

Summary: The purpose of the Mary McLeod Bethune Women's Center is to provide a wide range of information resources including, but not limited to health, education, housing, life skills, social enculturation, business, legal, relationships, children, parenting, domestic violence, and finances. The goal of the MMB Women's Center is to empower women to make informed decisions, by increasing their access to current literature and programs. MMB Women's Center recognizes and respects women's diverse needs.

Description of Innovation/Best Practice: The services of the center are delivered through the use of printed materials, pamphlets, books films, programs, and workshops, as well as off campus activities such as theatre and museum visits. Visitors have access to free local telephone service and computers are available for Internet use and word processing. The center also provides service learning opportunities for women student staff members. These women learn office administration and operation as well as community partnerships and outreach, while increasing their knowledge

about resources available to women. They welcome visitors and assist them with locating information, and help plan and implement the various trips ("The Color Purple" Cadillac Palace Theatre, The DuSable Museum), programs (NBHAAD National Black HIV & Aids Awareness Day; Women's History Month) and workshops (annual health fair). The center provides free condoms and a women centered haven. It also sponsors the staff's membership to the American Association of Women in Community Colleges (AAWCC).

Results/Measurable Outcomes: Many students have availed themselves to the various activities offered by the center. Students have received free HIV/AIDS testing sponsored by the center. Students have enrolled in the women's literature course which helped raise their level of consciousness concerning women's issues. The annual health fair brings current health issues such as HPV to the attention of students. The center has raised students' awareness levels concerning services and information available to women. Students have benefited from the three scholarships awarded annually by the center. The Mary McLeod Bethune Women's Center exposes women students to an expansion of options, which enables them to make better life decisions for themselves, their children, and their families and to become more productive members of their communities and good global citizens.

Title of Best Practice: The Write Place
College: Elgin Community College
Contact Information:
Susan Ford, Adjunct Faculty
Phone Number 847-214-7281
Email Address: sford@elgin.edu

Description of Innovation/Best Practice: The Write Place, a cross-curricular writing lab, was established in fall 2004. It was derived from the college tutoring center, dedicated specifically to tutoring in writing, and is staffed by English faculty to provide the service.

Results/Measurable Outcomes: The Write Place has had approximately 5300 student visits, with about 70% of students coming for help with English assignments while 30% are there for assistance with writing from across the curriculum.

Title of Best Practice: Public Safety Communications Program Content CD
College: Elgin Community College
Contact Information:
Jeff Boyd, Associate Dean Business & Career Technologies
Phone Number: 847-214-7677
Email Address: jboyd@elgin.edu

Description of Innovation/Best Practice: The college was able to secure a federal grant from the Department of Justice which allowed the Public Safety Communications program to respond to district community needs in a way not widely used in other colleges.

The Public Safety Communications Program was able to obtain a 9-1-1 CAD Dispatcher Training Simulator to train new potential telecommunicators. This type of simulator incorporates an Ani/Ali Phone System; a Radio System; and a Computer-Aided Dispatch system. No other community college in Illinois has such a training simulator. The simulator provides real life training to students though role playing.

Additionally, the Public Safety Communications Program developed and produced a Program Content CD for marketing purposes, which is interactive with the Internet, and provides video as well as text information about the Public Safety Communications Program and the College. This CD has been distributed to high schools and people interested in the program.

Results/Measurable Outcomes: Through the marketing, distribution of the Content CD, and an Open House, the college:

1) filled two sections of the PSC105 (from 8 enrolled to 30 enrolled from fall to spring) - Public Safety Telecommunicator class;

2) added the PSC105 course as an elective to its Criminal Justice degree; and

3) is now offering the PSC105 course as a dual credit Tech Prep offering.

Title of Best Practice: The Writers' Center
College: Elgin Community College
Contact Information:
Rachael Tecza, Assistant Professor
Phone Number: 847-214-7578
Email Address: rtecza@elgin.edu

Description of Innovation/Best Practice: The Writers Center at ECC is a tremendous resource for both students and community members.

Results/Measurable Outcomes: In the past four years, more than twenty authors have visited our campus to give readings, lectures, classroom visits and workshops. Three Coffee Houses have been offered each semester, allowing student and community writers to share their work and make connections. Five Special Topics workshops were offered in poetry, fiction, and nonfiction. We have mentored ten creative writing scholarship recipients. Our annual poetry contest has provided cash awards to twelve different student poets. Four editions of the literary magazine have been produced, and work continues on the Darfur anthology, a project raising money for African relief.

Title of Best Practice: Service Learning Project
College: Kaskaskia College
Contact Information:
Eric Hofelich, Department Chair of Mathematics
Phone Number: 618-545-3359
Email Address: ehofelich@kaskaskia.edu

Description of Innovation/Best Practice: During the Fall 2002, Kaskaskia College students pursued a Service Learning project in collaboration with Salem Township Hospital. Mr. Jamie Veach, President of Salem Township Hospital, supplied questions that he wanted members of the community to answer. Students in statistics' classes conducted a phone survey, tabulated the results, made graphs and chart to help present the data, and formed an analysis of the entire project. To conclude the project, a personalized letter was written to each student to be kept on file emphasizing the extent of the work completed for this class. Students were also given a CD with the completed project for Salem Township Hospital.

Results/Measurable Outcomes: As a token of generosity, Kaskaskia College invited the statistics students to attend a dinner with Mr. Jamie Veach. This project was then presented to the Board of Education during the beginning of Spring 2003 semester.

Title of Best Practice: Program Self Assessment using Council for Advancement of Standards in Higher Education (CAS)
College: Richland Community College
Contact Information:
Deborah McGee, Director, Financial Aid
Phone Number: 217-875-7211 ext. 222
Email Address: dmcgee@richland.edu

Description of Innovation/Best Practice: The Council for Advancement of Standards in Higher Education (CAS) Self-Assessment reviews 13 financial aid program areas. RCC decided to do a self assessment using all staff within the department instead of a committee outside the department. The process created a sense of involvement and ownership for staff, and they accepted the changes readily.

In 2004, the Director requested that the Specialist spearhead the self-assessment process that continues today. The Specialist decided the components to be assessed, assignments, and final action plan. While the Director participated on an equal basis with other staff, the Director provided resources, listened to the concerns, and agreed to make changes or requests for changes. Staff were grouped into teams.

The CAS process informs everyone of the standard, requires the participants to research definitions and programmatic evidence, to rate the program on standard, and to form an action plan to ameliorate any deficiencies.

Results/Measurable Outcomes: This process benefitted the program in many ways. The shifting of leadership and consensus in definitions and rating required all participants to be vested in the process. All staff learned more about the requirements for a financial aid program and felt they were contributing to the changes that were being made. They relished in standards that were well achieved and wanted to make changes to improve. The process so far has resulted in:

Establishing mission, vision and goal statements

- Improved file cabinet security
- Improved student computer confidentiality
- Increased financial aid information to students who may not come to campus
- Increased information on website
- Requested additional staff positions
- Requested salary increase to be commensurate with other programs

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Title of Best Practice: On the Same Page with the Appeal Process
College: Rend Lake College
Contact Information:
Lisa Price, Director of Counseling
Phone Number: 618-437-5321 ext 1205
Email Address: price@rlc.edu

Description of Innovation/Best Practice: Students who have been placed on financial aid suspension due to low GPA and/or low completion rate have the opportunity to appeal their suspension. Students may also appeal if they have extenuating circumstances that prevented them from withdrawing from classes by the appropriate drop dates. The appeals committee is comprised of the Dean of Student Services, Assistant to the Dean of Student Services, Director of Financial Aid, Executive Director of Academic Counseling, and Registrar.

In the past, appeal applications and appeal status letters were kept in a paper filing system not easily accessed by advisors. The information regarding number of appeals, appeal status, and appeal specifications is now being recorded as a hold in the computerized student information system which can by accessed by all advisors. When advisors enter the students' identification number, the hold appears thus informing the advisor of the specifics regarding the appeal. Advisors can then counsel students more effectively knowing the specifications from previous appeals. It is also easier for the appeals committee to monitor student progress and ensure that the students are not abusing the appeals process.

Results/Measurable Outcomes: One of the biggest outcomes of the initiative has been the increased communication between students and advisors, divisions and advisors, and the various departments within the Student Services. Advisors are able to review the appeal specifications with the student if needed and can discuss ramifications if these criteria are not met. Advisors are

also able to refer students to the Learning Enhancement Center for tutoring and disability services as needed. The Appeals Committee has also found that the appeal process is quicker because the appeal information is readily available to all involved parties.

Description of Innovation/Best Practice: South Suburban College recognizes that approximately

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Title of Best Practice: Student Friendly Financial Aid Services
College: South Suburban College
Contact Information:
Don Manning, Vice President of Administration
Phone Number: 708-210-5721
Email Address: dmanning@southsuburbancollege.edu

70% of our student population utilizes some kind of financial aid. This has led SSC to improve the financial aid area of the College to better service students. SSC has streamlined its financial aid services with a goal to broaden college opportunities to the constituents of our district.

The financial aid offices were relocated to a newly constructed area of the main building. The previous location which was in tight proximity to the registration and tuition payment areas created more congestion and confusion for students. The new space allows for personalized service of the students. It contains a reception area, storage for records, private office modules, and a conference room. The 3050 square foot plan was designed to provide better service for financial aid applicants and recipients. In the reception area there is a service counter and a computerized College Zone area where students can process their financial aid paperwork online. The reception area serves as a "triage" area to assess each student's needs individually. Upon completion of the financial aid needs assessment, students are counseled in the private office area by a financial aid technician. The conference room provides informational in-services to current and prospective students, utilizing the most current visual technology.

In previous years, the financial aid organizational structure was reconfigured to better accommodate student needs. The alignment of the space and personnel into a functional unit has already produced good results. The staff are able to better manage potential financial aid recipients and now have facilities for training and personalized attention. Since financial aid is felt to be such a daunting process for most students, the changes which have been implemented are instrumental in helping students overcome the barriers.

Results/Measurable Outcomes: This practice results in providing more citizens with access to higher education. Disseminating information, accessing needs, helping students to process applications and providing ongoing, personalized assistance through the financial aid process will achieve this outcome.

> **Title of Best Practice:** ACE After School & Summer Success Partnership
> **College:** Lincoln Trail College
> **Contact Information:**
> Dr. Penny Quinn, Dean
> Phone Number: 618-544-8657
> Email Address: quinnp@iecc.edu

Description of Innovation/Best Practice: In a response to community need, '06-'07 was the kick-off for a new partnership between Lincoln Trail College and the ACE After School & Summer Success programs (programs affiliated with Crawford County Teen Reach). Their mission is to expand the choices and opportunities that enable and encourage secondary school students to achieve personal growth, improve their future success, and minimize or eliminate negative behaviors.

In addition to the benefits to area youth, the college also reaps benefits from this partnership. Youth participants become more comfortable with LTC, which results in an increased potential for college enrollment once they are old enough to do so. Our college students (especially education majors) are provided opportunities to develop "hands-on" skills by serving as leaders within the program, and developing leadership, reporting and tracking, and their written and oral communication skills.

Results/Measurable Outcomes: During this year, the ACE after School program served 92 children (grades 3-12) from the county schools and assisted them in their academic success. There were 18-24 leaders and assistant leaders enrolled for college credit during each of the various enrollment periods. These enrollments resulted in the generation of 216 credit hours in the Fall semester and 276 credit hours in the Spring semester. totaling almost 33 FTE for the two semesters. The Summer Success program has begun this month. It is anticipated that approximately 120 children will be involved this year. We will also have 20 leaders and assistant leaders who will again pursue credit as a result of their involvement in the program.

> **Title of Best Practice:** Early Alert
> **College:** Shawnee Community College
> **Contact Information:**
> Ronald Duncan, Associate Vice President
> Phone Number: 618-634-3391

Description of Innovation/Best Practice: Early Alert program provides a direct link between academic advisement/student counseling and instructors throughout the college. Via a computerized communications system, instructors can inform counselors of student absences, poor academic performance or other social/emotional issues affecting student performance. Advisers then contact students and inquire about the issues brought forth by the instructors. Based upon the feedback provided by students, the advisor can direct the student to the appropriate resource

provider, suggest tutoring or other support services and/or guide students toward more intensive personal counseling.

Results/Measurable Outcomes: Since initiating the program in 2005, more than 200 students have been directly assisted through the combined efforts of instructors and academic advisement staff. Although not enough time has elapsed to create longitudinal study of student retention to graduation, early results point to a significant increase of student retention, within the specific class offering, when instructors utilize the Early Alert System.

Title of Best Practice: Title III High School Assessment
College: Parkland College
Contact Information:
Jennifer Smith, Title III Project Director
Phone Number: 217-353-2002
Email Address: JenSmith@parkland.edu

Description of Innovation/Best Practice: Almost every high school graduate needs some college education or college-ready skills; even jobs that call for little or no post-secondary education often require strong reading, writing, and mathematics skills. Using Title III funds, Parkland administers the COMPASS test to juniors at district high schools to identify students who would benefit from the opportunity to take appropriate preparatory classes during their senior year and increase their chances of meeting college admission and/or workplace standards. A 0.75 FTE High School Assessment Advisor (30% Title III and 70% institutional funds) conducts on-site testing, scoring, and placement feedback.

Results/Measurable Outcomes: The college has effectively promoted the program to its 25 district high schools through its annual Counselor Day, the Enter action Conference, and letters and telephone follow-up to counselors. Ten schools contacted the college in FY06 to request participation; five of the schools made their requests so late in the year that the college had to test them in the Fall 06. In FY06, Parkland was able to test 395 high school juniors, a 26% increase in the number tested the previous year. Between October 2006 and February 2007, 364 students at seven district high schools were tested. Two of these high schools were new. In Fall 2006, nine high school counselors in five schools were surveyed about their satisfaction with this service. Nearly all reported they were "very satisfied" with this service. When counselors were asked whether the assessment had an impact on high school students' schedules, one school replied:

"Out of a class of 55, 14 students who had not signed up for a math class senior year have now done so. In terms of English, many of them have increased their efforts in class because they want to take English 101 this summer and need to retake the COMPASS to gain admission. This testing served a real purpose for these students, causing them to evaluate their plans, their schedules, and their needs for immediate future.

This fall, Parkland will be conducting an analysis of the assessed students to see if there is a reduction in developmental coursework needed.

Title of Best Practice: "W.W.W." Quick Start to college survival.
College: Olney Central College
Contact Information:
Donita Kaare, Learning Skills Center Director; Joyce Nix, Special Populations
Coordinator Phone Number: 618-395-7777 ext 2264 or ext 2015
Email Address: kaared@iecc.edu or nixj@iecc.edu

Description of Innovation/Best Practice: This quick start to college survival taught students what and where and how to study, as well as where to get help. Research shows students who develop good study habits, attend classes, take good notes, and prepare for tests, actively learn and retain information.

Step one was to choose the best study skills text available that met students' needs. Current students were asked to rank their top three choices out of ten text books currently in use. The students' top choice was unanimous. Multiple copies of this text were ordered with grant funds. Step two was to set up four workshops covering the study skills most needed by students. The workshops were held over the lunch hour in the developmental classroom area so they would be easily accessible to the highest concentration of at-risk students. Workshops were held on Study Skills (which included time management, procrastination, stress management and reading comprehension.) Memory, Listening and Note Taking, as well as Test Taking and Test Anxiety. The text books were passed our to students in the workshops and donated to the OCC library.

The text chosen was "*Roadways to Success*" (4th Edition) by by James C. Williamson, Debra A. McCandrew, and Charles Muse.

Results/Measurable Outcomes: The project impacted over 100 students. Remedial, ABE, and ESL students attended the workshops as well as many students in the health care fields of study. Once other students and faculty heard about the workshops, nursing faculty at Frontier Community College requested a presentation on Test Taking and Test Anxiety for all their students. According to the evaluations completed after each workshop, students believe the information will help them in their academic coursework. All of the feedback from the evaluations was positive. There was a repeated refrain of, "I wish I has this information earlier." Students appreciated the study skills textbooks and many who could not attend the workshops requested copies of the handouts. Phase three of the project is writing a study skills booklet, including all of the areas covered by the workshops so that this information is available to all students on an ongoing basis.

Administrative Functions

Title of Best Practice: Technical Enrollment Facilitator Position
College: Elgin Community College
Contact Information:
John Coffin, Associate Dean of Counseling and Career Services
Phone Number: 847-214-4722
Email Address: jcoffin@elgin.edu

Description of Innovation/Best Practice: A pilot project was initiated which created two Technical Enrollment facilitator positions that were designed to assist students in the registration process. Students are trained on how to navigate the web, use ACCESSECC and technical tools and resources.

Results/Measurable Outcomes: The positions will also provide registration approvals for course prerequisites, minimum competencies, and assist students in building course schedules. This will allow counselors to focus on providing education plans and retention services.

Illinois Community College Board
Table A-1
CTE PROGRAMS ELIMINATED THROUGH PROGRAM REVIEW   IN FISCAL YEAR 2007

District/College	Program
Black Hawk College	Electro-mechanical Tech A.A.S.
	Electronics Tech A.A.S.
	CNC Machine Tool Programming Certificate
	Legal Assistant A.A.S.
	Computer Information Processor Certificate
CCC-Richard Daley	Telecommunications Tech A.A.S.
	Electronics Tech/Computer Security A.A.S. & 2 Certificates
	Electronics Tech/Industrial Electrical Mechanical A.A.S. & 2 Certificates
CCC-Kennedy-King	Medical Transcriptionist Certificate-
	Graphic Link Certificate
CCC-Harold Washington	Institutional Corrections A.A.S. & 2 Certificates
	Criminal Justice Private Police Services Certificate
Illinois Central	RPG II Programmer Certificate
	Data Processing Tech. A.A.S.
	Microcomputer Software Support A.A.S. & Certificate
	Database Administration A.A.S. & Certificate
	UNIX System Specialist A.A.S.
	Microcomputer Repair Certificate
IECC-Frontier	Computer Networking Specialist Certificate
	Advance Network Specialist Certificate
	Web Design Certificate
IECC-Lincoln Trail	A+ Hardware Certification Certificate
	Desktop Publishing Certificate
	Programming Certificate
	Microsoft Computer Systems Engineer Certificate
	Web Design Certificate
IECC-Olney Central	Advanced Network Specialist Certificate
	Computer Networking Specialist Certificate
IECC-Olney Central	Network Support Specialist Certificate
IECC-Wabash Valley	Computer Networking Specialist Certificate
	Advanced Network Specialist Certificate
College of Lake County	Industrial Maintenance Repair A.A.S.
	Industrial Maintenance Repair Certificate
Lake Land	Administrative Info. Systems A.A.S.
	Cisco Academy Certificate
	CIS A.A.S.
	Desktop Prep. Certificate
	Electronics Tech Certificate
	Print Maintenance Tech Certificate
	Print Maintenance A.A.S.
	Print Maintenance Certificate
	Web Page Design Certificate
Lewis & Clark	Computer Information Systems Certificate
Lincoln Land	Computer Programming A.A.S.
Moraine	Corrections Officer A.A.S. (Youth Supervisor)
Parkland	A+/Net + Certification Certificate
Prairie State	Office Support Certificate
Rend Lake	Novell Networking Certificate
	Micro-computer Maintenance Option A.A.S.
	Corrections Officer A.A.S. (Parole Officer)

Illinois Community College Board

Table A-1

CTE PROGRAMS ELIMINATED THROUGH PROGRAM REVIEW   IN FISCAL YEAR 2007

District/College	Program
	Corrections Officer A.A.S. (Youth Supervisor)
	Major Appliance Repair Certificate
Richland	Electronics A.A.S.
	Electronics Certificate- 2
	Electronics-Biomedical Option A.A.S.
Rock Valley	Computer Programming Certificate
	Advanced Computer Programming Certificate
	AS/400 Mid-range Computer Certificate
	PC Networking Certificate
Rock Valley	Web Master Certificate
	PC Service & Repair Certificate
Shawnee	Computer & Networking Specialist A.A.S.
	Health Information Tech. A.A.S.
South Suburban	Medical Transcriptionist Certificate- 2
	Medical Coding Certificate - 2
Southwestern	Legal Development & Support Systems A.A.S.
	Cobol Programming Certificate
	Major Appliance Tech A.A.S./Certificate
	Medical Transcription Certificate
Spoon River	Electronics Tech A.A.S./Certificate
Triton	Advanced Website Design & Development Certificate
	Advanced Help Desk Certificate
	Industrial Electrician for Industrial Related Trades A.A.S.
	Industrial Electrician for Industrial Related Trades Certificate
John Wood	Industrial Electrical Maintenance Certificate

Illinois Community College Board	
Table A-2	
CAREER & TECHNICAL EDUCATION PROGRAMS APPROVED IN FISCAL YEAR 2007	
District/College	**Program Title**
Black Hawk	Auto CAD - Certificate
	CNC - Certificate
	Electro-Mechanical - Certificate
	Engineering Technology Fundamentals -Certificate
	Manufacturing Processes - Certificate
	ProE - Certificate
	Sustainable Energy - Certificate
	Legal Office Assistant
	Administrative Virtual Assistant - Certificate
	Administrative Office Support - Certificate
	Apprenticeship Pipe Trades - A.A.S
	Apprenticeship Pipe Trades - Certificate
	Warehouse & Distribution Spec. - Certificate
CCC-Daley	Community Health Care Worker - A.A.S
	Advanced Community Health Care Worker - Certificate
	Basic Community Health Care Worker - Certificate
CCC- Harold Washington	Pharmacy Technician - Certificate
	Associate in Fine Arts in Art - Studio
	Associate in Fine Arts in Art - Education
	Real Estate Management
	Music Business
CCC- Kennedy King	Construction Carpentry - Certificate
	Overhead Electrical Line Walker
	Construction Painter
	Construction Materials Technician
CCC-Malcolm X	Obstetrics & Gynecologic Technician - Certificate
	Sterile Processing - Certificate
CCC- Olive Harvey	Emergency Medical Technician -Certificate
CCC- Truman	Associate in Fine Arts
CCC- Wright	Emergency Management - A.A.S
	Homeland Security - Certificate
	Incident Command - Certificate
	Emergency Preparedness - Certificate
Danville	Emergency Medical Technician - Certificate
	Preservation Construction Trades - Certificate
	Diesel Technician - Certificate (IDOC)
	Business Management - Certificate (IDOC)
	Commercial Custodial Services - Certificate (IDOC)
	Warehousing & Distribution Specialty - Certificate
DuPage	Medical Office - Certificate
	Facility Mgmt. - Certificate
	Facility Mgmt. Tech - Certificate
	Building Environmental Degree- HVAC - A.A.S
	Contractor HVAC - A.A.S
	Non-Invasive EKG Technician -Certificate
	Cosmetology - A.A.S
	Paralegal Studies - A.A.S
	Paralegal Studies - Certificate
	Cosmetology - Certificate
	Baking & Pastry Arts - A.A.S
	Baking & Pastry Arts - Certificate
	Animation - A.A.S

Illinois Community College Board	
Table A-2	
CAREER & TECHNICAL EDUCATION PROGRAMS APPROVED IN FISCAL YEAR 2007	
District/College	**Program Title**
Elgin	NCLEX-RN Remedial - Certificate
	Web Design - A.A.S
	Physical Teherapy Assistant - A.A.S
Harper	Fashion Graphic Arts - Certificate
	Cisco Network Professional -Certificate
	Cosmetology - Certificate
	Public Relations - A.A.S
Harper	Public Relations - Certificate
	Computer Forensics & Security - A.A.S
	Computer Forensics - Certificate
	Emergency Management Systems - A.A.S
	Emergency Management Systems - Certificate
	ProStart Hospitality Management - Certificate
IECC-Frontier	Industrial Management - A.A.S
IECC-Lincoln Trail	Horticulture - Certificate
	Horticulture - A.A.S
IECC-Wabash	Industrial Technician - Certificate
	Advanced Industrial Technician - Certificate
	Intermediate Industrial Technician - Certificate
	Parenting Certificate
	Construction Trade Technology - A.A.S
	Construction Laborer - Certificate
Illinois Central	Game Programming - A.A.S
	Surgical Technician - A.A.S
	Commercial Refrigeration Technician - Certificate
	Restaurant Management - A.A.S
Illinois Valley	Medical Transcription - Certificate
	Warehousing & Distribution Spec. - Certificate
Joliet	Game Design & Development - A.A.S
	Game Design & Development - Certificate
	Global Supply Management - Certificate
	Criminal Justice Professional - A.A.S
Kaskaskia	Veterinary Tech - A.A.S
	Truck Driver Training - Certificate
	Personal Fitness Training - Certificate
Lake County	Oracle Administrator Certified Professional - Certificate
	Oracle Administrator Certified Associate - Certificate
Lake County	Game Development - A.A.S
	Gave Development - Certificate
Lake Land	Industrial Computer Systems - A.A.S
	Alternative Agriculture Production - A.A.S
	Ag Machinery Sales - A.A.S
	Medical Coding Specialist - Certificate
Lewis & Clark	Animation - Certificate
	Process Operations Tech- Biochem - A.A.S
	Industrial Pipefitting - Certificate
Lincoln Land	Warehousing & Distribution Specialist - Certificate
	Welding Operator - Certificate
Logan	Computer Information and E-Commerce -A.A.S
	Business Management - Certificate
	Computer Networking On-Line - Certificate
	Business Management - A.A.S

Illinois Community College Board	
Table A-2	
CAREER & TECHNICAL EDUCATION PROGRAMS APPROVED IN FISCAL YEAR 2007	
District/College	**Program Title**
	Judicial Reporter - A.A.S
	Educational Interpreting Prof. - Certificate
	Veterinary Tech - A.A.S
McHenry	Health & Human Performance - A.A.S
	Digital Media - A.A.S
Moraine Valley	Supply Chain Management - Certificate
Morton	HAC Stationary Engineer
Oakton	Aseptic Pharmaceutical Preparations - Certificate
	Radio Frequency ID Technology - Certificate
	Transportation, Warehousing & Logistics
Parkland	Construction: Painting & Decorating - Certificate
	Construction: Bricklayers - Certificate
	Construction: Ironworker
	Personal Fitness Training
	Construction Concrete Specialist
Prairie State	Game Design & Development - Certificate
	Network Security Specialist - Certificate
Rend Lake	Radiologic Tech - A.A.S
	Veterinary Tech - A.A.S
	Certified Tire Builder
Richland	Entrepreneur - Certificate
Rock Valley	Graphic Design - A.A.S
	Multimedia Production Specialist - Certificate
	Media Production Specialists - Certificate
Sandburg	Associate in Fine Arts in Art
	Automotive Customizing Street Rod/Street Machine - Certificate
	Small Business Management - Certificate
Sauk Valley	Certified Manufacturing Asst. - Certificate
	Warehousing & Distribution Specialist - Certificate
	Graphic Design Specialist - Certificate
Shawnee	Construction Craft Laborer Apprenticeship
	Construction Craft Laborer
South Suburban	Supply Chain Management - Certificate
	Sign Language - Certificate
Southeastern	Veterinary Tech. - aas.
Southwestern	Web Designer - aas.
	Music Tech. - A.A.S.
	Recording Tech. - Certificate
Spoon River	Early Childhood Ed - Certificate
	Commercial Driver Training - Certificate
	Computer Securities - Certificate
	Major Appliance Tech - Certificate
Triton	Building Information Modeling - A.A.S.
	Emergency Medical Technician - Basic Certificate
Triton	Sport Marketing - Certificiate
	Fashion/Retail - Certificate
John Wood	Medical Office - Certificate