

ILLINOIS COMMUNITY COLLEGE SYSTEM

PROGRAM REVIEW STATEWIDE SUMMARY

FISCAL YEAR 2009

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PROGRAM REVIEW STATEWIDE SUMMARY FISCAL YEAR 2009

INTRODUCTION

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

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

ICCB staff reviewed this year's college submissions and determined the state-level summary could be divided into the following subsections: ***Instructional programs: Academic programs, Career and Technical Education programs, and Cross-Disciplinary programs: Developmental Education; and Student and Academic Support Service programs.*** 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

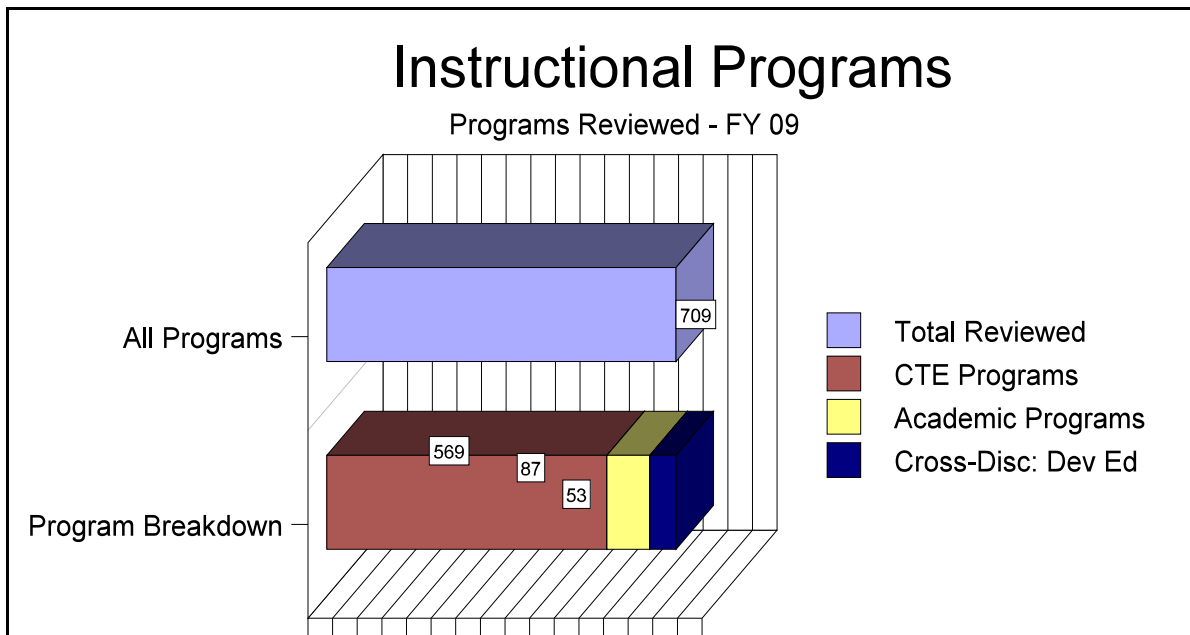
is available at

<http://www.iccb.org/pdf/manuals/fy09programreviewmanual.pdf>

INSTRUCTIONAL PROGRAMS

State-level review of the system’s instructional programs includes an evaluation of academic, career and technical and cross-disciplinary (developmental education) curricula. Colleges reviewed a total of 709 instructional programs in fiscal year 2009. Career and technical education programs reviewed totaled 569, academic disciplines totaled 87 and cross-disciplinary (developmental education) programs totaled 53 during this fiscal year. The chart below illustrates the number of each instructional program area reviewed compared to the total number of programs reviewed this fiscal year. Of career and technical programs reviewed, 502 programs were planned for continuation with improvements (minor and significant), and 47 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 2009.

The chart below shows the total number of programs reviewed this fiscal year compared to the breakdown of instructional programs reviewed. There were 251 new programs (academic and career and technical) added to the system’s program offerings during fiscal year 2009. These additions reflect the system’s constant state of revision that must be maintained to keep up with our changing economy and need of their districts. A total of 199 (academic and career and technical) programs were eliminated during fiscal year 2009.



ACADEMIC PROGRAM REVIEW

During fiscal year 2008 - 2009, eighty-seven (87) academic physical and life science programs were reviewed and all were recommended for continuation with minor improvements. This review cut across the scientific disciplines and included, but was not limited to areas as diverse as anatomy and physiology, biological sciences, physics, chemistry and earth sciences, to name a few disciplines.

To assess programs and courses in the physical and life sciences, responding institutions reviewed a number of key questions, including 1) the objectives of the department and sequences of courses in the disciplines, 2) the continued need for courses in each of the disciplines and whether or not

“Academic Discipline” constituted 12% of all the programs reviewed in fiscal year 2009.

these were meeting the needs of students, 3) the quality of courses and the steps that needed to be taken to update the courses, and 4) how the courses can be offered in a more cost-effective manner. This section will review the common themes that emerged during this review.

According to the submitted program review reports, the enrollment of students in the physical and life sciences has increased across the state. This is especially true in health related fields. In a few disciplines, enrollment is down and increasing enrollment has been a challenge. In response to growing enrollment, programs are offering more classes and creating online and hybrid sections, as well as offering courses in the evenings and weekends. Regarding online courses, as one review put it, “the importance of online instruction is recognized by the department, and on-line course offerings have increased in recent years.” In those areas where enrollment is down, programs are responding by examining their course offerings and creating more Illinois Articulation Initiative approved courses and by examining their delivery methods—typically by developing more online course sections or hybrid sections of courses. Programs are also offering more non-lab sections and greater flexibility around when courses are offered. In at least one case, a program created a developmental chemistry offering to counter what they saw as declining completion rates and deficiencies in the math skills of students which were impacting their enrollment.

Nearly all colleges and disciplines identified the improvement of student, faculty or curricular assessment and the use of data. In those areas that assessment was not mentioned as an area of improvement it was usually discussed as an area for future improvement. Innovations around student assessment included the implementation of pre-test/post-test assessment models, standardization of comprehensive exams or of end of program projects to be administered to all sections of students, or general overhaul of curriculum. It should be noted that the manner in which assessment is conducted varied widely both across and within institutions, based upon the specific discipline. For example, though chemistry may employ a standardized assessment or end of course project, earth sciences may only be beginning an investigation of common assessment techniques. Along with assessment, many programs discussed their improved use of data, often based upon more advanced data analysis software. It was clear that the improved use of student data was integrally tied to the conversations about better assessment.

Nearly all of the programs continue to invest heavily in technology upgrades, especially to update old and outdated lab equipment. For example, one college purchased an ultra-low freezer to improve microbiological techniques. Another upgraded microscopes and identified a need to allocate more

funds for the maintenance of microscopes in the future. A third purchased a new GC Spectrometer and water chemistry equipment, while another added a cadaver lab.

Several statewide challenges were addressed by colleges. At the top of this list was declining funding from the state and the impact this has on educational offerings. Additionally, the cost of maintaining programs and the necessity to critically examine programs with low enrollment was mentioned by many reports. In one instance, for example, a college identified an area that had low enrollment but high caliber students and their concomitant concern that continued funding challenges could impact this program, costing them both the program and the high caliber students. Programs were also concerned about the growing rate of textbook costs and felt that this was a statewide issue that deserved careful consideration. The need for qualified instructors was also mentioned.

In summary, Physical and Life Sciences spans a wide array of specific disciplines. In most areas, consistent with the state of the Illinois' economy, enrollment is increasing. In a few areas enrollments are dropping. In both instances, colleges are pursuing innovative ways in which to recruit students and are recognizing the movement toward online instructional delivery or hybrid courses by providing students with these options. Additionally, nearly all reviewed programs addressed improvement in assessment techniques or the goal of improvement in assessment techniques and the necessity to upgrade equipment. Of the colleges that identified statewide issues, cost concerns seemed to be central.

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

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

“Career & Tech Ed” programs constituted 80% of all the programs reviewed in fiscal year 2009.

According to the program review summaries provided by each college, 458 career and technical education programs were continued with minor improvements, 44 programs were significantly modified, 47 programs were identified for elimination, and 20 programs were scheduled for further review during the coming year. The following chart illustrates the number of total career and technical education programs reviewed this fiscal year compared to the breakdown of the action on each program the college reported (continued with minor or major improvements, eliminated or inactivated, or scheduled for further review). In comparison, **236 new programs in career and technical education** were approved and added to the system's offerings in fiscal year 2009, while **199 were eliminated**.

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

In an effort to better align our statewide summary with Illinois' Career Cluster Initiative, this section of the report has been defined, organized and presented accordingly. Program reviews summarized in this report fall within the following Career Clusters: Arts, A/V & Communications, Architecture & Construction, Business Management and Administration, Education and Training, Finance, Health Sciences, Human Services, and Manufacturing. For more information on the State's Career Cluster Initiative go to www.careerclusters.org.



The **Arts, Audio Visual & Communications Cluster** helps prepare individuals for careers in a rather broad range of media ranging from performing arts, visual arts to print and audio communications technology. Pursuit of education and training in the Arts, Audio Visual and Communications Cluster will lead towards performance art, graphic and interior design, and communications-related careers.

This summary includes community college programs that fall within the **Visual Arts Pathway** and are related to Graphic Design and Interior Design.

Number of degrees offered by the colleges:	2
Number of certificates offered by the colleges:	7

Four (4) community colleges reported on programs in the visual arts area. Nine (9) certificate and degree programs were included in this review. Of these, colleges reportedly continued three (3) programs with minor improvements, significantly modified four (4) programs and discontinued or eliminated two (2) programs.

According to the Illinois Department of Employment Security, statewide growth in the employment of “graphic designers” is expected to increase by 8.45 percent and for “interior designers” is expected to increase by 14.64 percent through 2016. Despite average to slightly higher than average employment growth for visual arts occupations, most colleges reported either stagnant or decreasing enrollments in their related training programs. The colleges reporting plans to continue or modify their programs indicated no significant changes in course enrollments, but continued interest for training among existing professionals in related occupations. Colleges who have discontinued or eliminated their programs cited decreased or no enrollments and no related labor market demand locally.

Colleges described strengths of their visual arts programs as highly qualified faculty, updated equipment, and strong student interest. Several colleges noted incorporating “green” design into coursework and focusing on specialty design areas that provide professional development opportunities to existing professionals.

This summary includes community college programs that fall within the **Printing Technology Pathway** and are related to Desktop Publishing and Graphic Arts.

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

Two community colleges (2) reported on programs in the Printing Technology Area. Twelve (12) degree and certificate programs were included in this review. Of these, both colleges reportedly continued all (12) programs with minor improvements.

The Arts, A/V Technology and Communications industry as a whole will only see a slight increase in job growth through 2016, but according to the Illinois Department of Employment Security, the occupational employment projections for the Desktop Publishers and Graphic Designers are projected to increase through 2016. On average, the two occupational areas will see a 7-8 percent increase in job demand in their profession.

All (12) degree and certificate programs planned for continuation were identified by increased marketing initiatives to increase awareness of programs within their respective college districts and updating the printing area used by students within this program area to complete assignments/projects within courses.

Colleges described strengths as developing and maintaining additional articulated credit contracts for high schools with Graphic Arts Technology departments as well as creating joint degree and certificate options for students that reflects the current industry overlapping of technical and creative skills needed in today's workforce in this occupational area.

This summary includes community college programs that fall within the **Audio and Video Technology and Film Pathway** and are related to Photography, Digital Photography, Layout and Design, Packaging Design and Production, Digital Imaging, and Advertising Design and Illustration.

Number of degrees offered by the colleges: 3
Number of certificates offered by the colleges: 11

Four (4) community colleges reported on programs in the Audio and Video Technology and Film Pathway. Fourteen (14) degree and certificate programs were included in this review. Of these, colleges reportedly continued (6) programs with minor improvements, significantly modified (6), and scheduled (2) for further review.

The Arts, A/V Technology and Communications industry as a whole will only see a slight increase in job growth through 2016, but according to the Illinois Department of Employment Security, the occupational employment projections for occupations within this pathway are projected to increase through 2016. On average, the occupational areas within this pathway will see an increase in job demand in their profession around 8-13 percent.

Programs planned for continuation were identified as having undergone some minor curriculum revisions that increased course credit hours to better reflect the activities of lab/lecture applied to each

course, adjusted projects in the advanced courses to include more design concepts, and adding certificate components that better allows students to obtain multiple credentials over the course of the program.

Two programs were cited for further review in the digital photography and Advanced Packaging Design and Production areas. Colleges intend to adjust marketing efforts to increase student enrollment, review curriculum and include additional elective options that may enhance the overall structure of the program before final decisions are made within the next few years for these two program areas being offered.

Six programs were cited to be significantly modified and were primarily in the Advertising Design and Illustration program area. Significant modifications included course and program updates and revisions, new articulation agreements with four year universities, program involvement in new cross-discipline Animation Degree, and gallery show/design contests/community involvement.

This summary includes community college programs that fall within the **Visual Arts Pathway** and are related to Game Development, Animation, Web Design and Publishing, Commercial Art and Computer Graphics.

Number of degrees offered by the colleges:	25
Number of certificates offered by the colleges:	35

Twenty-six (26) community colleges reported on programs in the Visual Arts Pathway. Sixty (60) degree and certificate programs were included in this review. Of these, colleges reportedly continued (48) programs with minor improvements, discontinued or eliminated (1), significantly modified (8), and scheduled (3) for further review.

The U.S. Department of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook states that employment of graphic designers is expected to grow ten percent, about as fast as average for all occupations from 2006-2016, as demand for graphic design continues to increase from advertisers, publishers and computer design firms. Some of this increase is expected to stem from the expansion of the video entertainment market, including television, movies, video, and made-for-Internet outlets.

Graphic designers with website design and animation experience will especially be needed as demand increases for design projects for interactive media - web sites, video games, cellular phones, personal digital assistants, and other technology. Demand will also increase as advertising firms create print and web marketing and promotional materials for a growing number of products and services. Increasingly, employers will expect new designers to be familiar with computer graphics and design software. Designers must keep up with new and updated software, on their own or through software training programs.

Programs planned for continuation have experienced steady enrollment as well as new specializations within the design program area as part of a continued effort to incorporate additionally IT components into the graphic communications program area.. Portfolios continue to be utilized as a main feature

of the program areas to emphasis progression of skills obtained by students as they prepare for future employment and help serve as a method to showcase work completed upon interviewing for jobs after graduation.

Programs cited as significantly modified underwent curriculum changes in order to continue to address the ever-changing demands this occupation requires. The total number of design classes has increased at some colleges with an internship also being offered to provide the on-the-job training experiences prior to program completion. Colleges also reported program involvement in cross discipline degrees to provide continued credentials along the path of program completion in the Graphic Arts degree area.

Programs scheduled for further review cited a need to restructure curriculum so that better coordination exists between the Graphic Communications program area and Information Technology. Because design is a major aspect of all computer communications, the IT programming and game design programs need to be more closely aligned with the Graphic Communications department. Graphic Communications, Fine Arts, and Information Technology and transfer Communication areas are in the process of collaborating to make sure courses outlined meet IAI panel standards to better position students upon transfer to university level programs.

Colleges described strengths of their faculty, equipment and software remain current, and courses show alignment with the Illinois Articulation Initiative.



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

This summary includes community college programs that fall within the **Design/Pre-Construction Pathway** and prepare individuals for participating in the planning and design phases of construction projects. Programs reviewed in this summary are related to Computer-Aided Design (CAD), Architectural Drafting, Electronics Drafting, Mechanical Drafting and Surveying/Mapping Technology.

Number of degrees offered by the colleges:	9
Number of certificates offered by the colleges:	18

Ten (10) community colleges reported on programs in the design/pre-construction area. Twenty-seven (27) total certificate and degree programs were included in this review. Of these, colleges reportedly continued 20 programs with minor improvements, significantly modified five (5) programs, discontinued or eliminated one (1) program, and scheduled one (1) program for further review.

According to the Illinois Department of Employment Security (IDES), positive growth in the employment of “Drafters, Engineering and Mapping Technicians” is expected through 2016 for the state. Training programs reviewed and summarized in this report prepare for related occupations as

architectural and civil drafters, electrical and electronics drafters, mechanical drafters, Computer-Aided Design (CAD) drafters, and survey/mapping technicians. Statewide growth among each of these occupational categories ranges from the greatest demand for surveying/mapping technicians (17.42%) to the least growth in demand for architectural and civil drafters (2.90%). The sole occupational category described here that is anticipated to show a decline in employment is electrical and electronic drafters (-4.17%) for the state through 2016.

Stable enrollments and completions were reported by the colleges in the areas of architectural and civil drafting, mechanical drafting and CAD technology. Slight declines in enrollment were noted in electrical and electronics drafting. South Suburban College indicated that steady interest in their programs were a result of the growing Project Lead the Way program available to secondary students through their local feeder high schools. Numerous other colleges reported that dual credit opportunities for high school students are also a contributing factor to interest in postsecondary drafting programs.

Modifications described by Carl Sandburg College to better meet the needs of students in hopes of increasing completions include a more flexible delivery schedule, and consideration of adding a degree option in CAD Technology that will provide educational ladder opportunities for certificate completers in the long run. Harper College revised their program into a two-track curriculum, one track focusing on more practical-based instruction in architecture, while the second track has a more artistic and theory-based focus in design.

Of the three (3) institutions reporting programs in surveying, two (2) reported steady enrollments and one (1) indicated a significant enough decrease in enrollments to eliminate their program altogether. Parkland College reported that since the last review they installed a student chapter of the Illinois Professional Land Surveyors Association (IPLSA), and, became a testing center for the national Certified Survey Technicians (CST) examination. The college reports that 80 percent of its examinees have achieved Level I certification. The college also partners with the Champaign County Forest Preserve District to use nearby forest areas for surveying projects.

This summary includes community college programs that fall within the **Maintenance/ Operations Pathway** and are related to Heating, Ventilation, Air Conditioning, and Refrigeration (HVACR) Technology.

Number of degrees offered by the colleges:	15
Number of certificates offered by the colleges:	50

Twenty-six (26) community colleges reported on programs in the Maintenance/Operations Pathway. Sixty-five (65) degree and certificate programs were included in this review. Of these, colleges reportedly continued (56) programs with minor improvements, significantly modified (7), scheduled (1) for further review, and placed (1) on inactive status.

According to the 2006-2016 National Industry Occupation Employment Matrix, developed by the U.S. Department of Labor's Bureau of Labor Statistics, more than 25,000 new HVACR mechanics and installers will be needed by 2016. In Illinois, employment of heating and cooling system mechanics is expected to increase faster than average through 2014. About 270 job openings are expected each year.

Programs planned for continuation were identified with steady enrollments, advancement of curriculum and equipment that addresses the industry advances made in regards to technology although costs associated with those purchases continues to be an area of concern for colleges, and maintenance of faculty with industry experience to provide expertise to students as to the expectations of future employers.

Programs significantly modified included curriculum revisions that included dropping outdated courses tied to old energy management technology and incorporating new courses on sustainable and wind energy, adding additional business and industry professionals to serve on advisory councils, and utilized additional marketing strategies to continue to promote the programs for students.

The program scheduled for further review is assessing the need to continue the program on active status to ensure that the program meets the needs of district students at this time. The program placed on inactive status was due to a closure of the program effective in 2008.



The **Business Management and Administration Cluster** prepares learners for careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Career opportunities are available in every sector of the economy and require specific skills in organization, time management, customer service and communication.

Individuals pursuing a career in the **General Management Pathway** plan, organize, direct, and evaluate all or part of a business organization through the allocation and use of financial, human, and material resources.

This summary includes community college programs that fall within the General Management Pathway and are related to Industrial Management, Management and Marketing, Business Skills, and Business Administration.

Number of degrees offered by the colleges: 8
Number of certificates offered by the colleges: 7

Ten (10) community colleges reported on programs in the General Management pathway. Fifteen (15) degree and certificate programs were included in this review. Of these, colleges reportedly continued 13 programs with minor improvements and scheduled two for further review.

According to the Illinois Department of Employment Security Industry Employment Projections, Management will see an annual growth rate through 2016 of 1.20 percent which is slightly above the growth rate for all occupations, while management as a single occupation will see an even smaller growth rate (0.57) compared to the annual growth rate of all occupations which will be 1.11 percent through 2016.

Programs planned for continuation were identified with steady enrollments and broader selection of courses and formats (online and fast track) offered to broaden program's offering and match student interests and business and industry's needs.

Programs scheduled for further review have seen declining enrollment and will continue to review the overall need of the program and its offerings to potentially continue it being offered to students.

This summary includes community college programs that fall within the **Business Information Management Pathway** and are related to Accounting.

Number of degrees offered by the colleges:	37
Number of certificates offered by the colleges:	65

Forty-two (42) community colleges reported on programs in the Business Information Management Pathway. One hundred two (102) degree and certificate programs were included in this review. Of these, colleges reportedly continued 93 programs with minor improvements, significantly modified six (6), scheduled one (1) for further review, placed one (1) on inactive status, and discontinued or eliminated one (1).

According to the U.S. Department of Labor, Bureau of Labor Statistics, employment opportunities for accountants and auditors are expected to grow at a faster than average rate. The increase in job opportunities will result from an increase in the number of businesses, changing of financial laws and regulations, and greater scrutiny of company finances. Growth rates are projected at 18 percent through the year 2016. According to the Illinois Career Information System (2008), a variety of industrial classifications require individuals with formal training in accounting. These areas include, but are not limited to, tax collection and preparation, budget analysis and preparation, accountant and auditor, payroll and billing clerk, general bookkeeper, actuary accounting clerk, budget analyst, cost estimator, credit analyst, financial analyst, loan officers, and purchasing managers.

Programs planned for continuation were identified with increased enrollment, continued course reviews and curriculum updates, enhanced delivery modes to include an increase in online course offerings and the development of hybrid courses, and additional faculty members to support program. Several colleges have local area business and industry partners represented on their advisory councils and with their support, the programs have been able to keep up-to-date accounting software in labs for student access.

Programs significantly modified involved extensive reviews of the current Accounting curriculum to better meet the needs of the business and industry community so students enrolling and completing the certificate or degree offering are exiting the program with the necessary skills to be successful upon employment. Recruitment plans, sequencing of courses, development of assessment plans, and increased involvement in the community were necessary components as various colleges restructured this program for students.

One program was scheduled for further review, one discontinued or eliminated, and one placed on inactive status. All cited a decline in enrollment and at this time are offering a program that is not meeting the needs of students and employers of accounting professionals. Further discussion and review will need to be conducted by advisory councils.

Colleges described strengths of high quality faculty with many years experience, large number of courses that have flexible learning options (online or hybrid course options), exposure to technology, and curriculum based on the Illinois Occupational Skills Standards.



The **Education and Training Cluster** helps prepare individuals for careers in planning, managing and providing education and training services, and related learning support services. Graduates of training programs within the Education and Training Cluster are prepared for employment as teachers and in other education/training support, such as library science.

This summary includes community college programs that fall within the **Professional Support Services Pathway** and prepare individuals for providing a variety of support services to those involved in education and training of others. Programs included in this review are related to Library Science Technology.

Number of degrees offered by the colleges: 8
Number of certificates offered by the colleges: 4

Five (5) community colleges reported on programs in the professional support services area. Twelve (12) total certificate and degree programs were included in this review. All of the colleges reportedly continued all of their programs with minor improvements.

According to the Illinois Department of Employment Security (IDES), employment of “Librarians” and “Library Technicians” is anticipated to increase statewide through 2016. Growth of library technicians is expected to be about as fast as average (11%) over the next several years. This is a small educational program locally. Community colleges report steady student interest and employment demand in their districts.

Enrollments in library technology programs are steady across the state, while completions vary. Placements remain good particularly with colleges who’s programs maintain affiliation with the Illinois Library Association and the American Library Association.

Among program improvements in this area, Lake County recently added a full-time department chair to serve half-time as the program coordinator and half-time as the reference librarian to provide students with more personalized attention, establish a long-term vision for the program, serve as a central contact for marketing/recruitment and counseling, and to improve communication between the college and adjunct faculty. Several institutions indicated developing library technology program websites to stay better connected with existing and potential students and employers seeking graduates.

Partnerships with baccalaureate programs, such as Illinois Central’s with University of Maine at Augusta, also provide students with opportunities to gain employment after completion of a two-year degree program and also transfer into a bachelor’s degree program for advancing their educational careers.

Commercial Custodial Maintenance training programs are also included in the Education and Training Cluster. These programs prepare individuals for employment as custodial technicians and janitorial staff in commercial settings.

Number of degrees offered by the colleges: 0
Number of certificates offered by the colleges: 7

Seven (7) community colleges reported on programs in commercial custodial maintenance. All of these programs are being offered at correctional facilities through the Illinois Department of Corrections (IDOC) vocational education program. Six (6) of the certificate programs are reportedly planned to be continued with minor improvements, with one (1) certificate program being discontinued.

According to the Illinois Department of Employment Security (IDES), the demand for “Janitors and Building Cleaners” is expected to increase by 18.34 percent through 2016 statewide. While students of these programs are confined to correctional institutions, colleges report a steady interest in and demand for their training programs. Colleges rely heavily on the Department of Corrections for fiscal support and maintenance of these curricula and as the state budget has tightened since the last review period, many colleges indicate that course offerings and frequency have decreased. Despite this, the majority of colleges reporting have maintained their programs primarily due to the low instructional costs of equipment and materials needed to support it. Several colleges reported plans to update their curriculum within the next year.

This summary includes community college programs that fall within the **Teaching and Training Pathway** and prepare individuals for providing instructional services to others. These individuals may work in group or one-on-one settings and must be able to customize their instruction to meet the needs of the audience, as well to motivate their audience to perform the activities necessary to learn. Programs included in this review are related to Exercise Science, Fitness Training and Recreation Management.

Number of degrees offered by the colleges: 4
Number of certificates offered by the colleges: 8

Eight (8) community colleges reported on programs in the professional support services area. Twelve (12) total certificate and degree programs were included in this review. Eleven (11) of the colleges reported plans to continue their programs with minor improvements, while one (1) college indicates plans to discontinue its personal trainer certificate.

“Athletic Trainers” is anticipated to grow by 17 percent over the next several years, according to the Illinois Department of Employment Security (IDES). Local demand was also reported by the colleges who submitted reviews. All colleges reported steady or increasing enrollments and stable

completions. High pass rates on credentialing exams, such as the National Strength and Conditioning Association - Certified Personal Training (NSCA-CPT) exam were also reported. Elgin Community College indicated plans to discontinue their program, however, they plan to replace it with a revised program that better fits the needs of students and local employers. Interest in this instructional training remains high within the college's district.

Several colleges reported that developing articulation agreements with baccalaureate institutions, such as Moraine Valley Community College with Chicago State University's Bachelor of Science in Recreation, have helped promote program completion and provides students with educational ladder opportunities in their field. Colleges also indicated that attracting and retaining a highly qualified faculty, as well as maintaining updated facilities and equipment was key to student recruitment, retention and completion in athletic training and fitness programs. Affiliations with industry organizations such as the NSCA, the National Academy of Sports Medicine (NASM), the American College of Sports Medicine (ACSM), and the Aerobics and Fitness Association of America (AFAA) is also helpful for students.



The **Finance Cluster** includes careers in planning, services for financial and investment planning, banking, insurance, and business financial management.

Individuals pursuing a career in the Banking Services Pathway are primarily concerned with accepting deposits, lending funds, and extending credit. Banking services include cash management, short-term investments, mortgages and other loans, credit cards, and bill payment. Banking Services are delivered via a number of different institutions, from commercial banks (the largest group) and other traditional means (savings and loans associations, credit unions, and local banks) to newer ventures through insurance companies, brokerage houses, and the internet.

This summary includes community college programs that fall within the **Banking Services Pathway** and are related to Management, Banking and Financial Support Services, Professional Bank Tellers, Real Estate, Commercial Credit, and Investment Analysis.

According to the Illinois Department of Employment Security Industry Employment Projections for 2006-2016, the financial industry as a whole is expected to see a growth rate (1.06%) which is below that of the growth rate for all industries on the whole (1.11%).

Number of degrees offered by the colleges: 4

Number of certificates offered by the colleges: 15

Nine (9) community colleges reported on programs in the Banking Services Pathway. Of these, nineteen (19) degree and certificate programs were included in this review. Of these, colleges

reportedly continued (4) with minor improvements, scheduled (4) for further review, significantly modified (5), placed (4) on inactive status, and discontinued/eliminated (2).

Programs planned for continuation were identified with level enrollment in both the certificate and degree offerings. A few of the colleges indicate making minor changes to the curriculum that is intended to increase credit hours and more adequately meet the needs of the business community.

Programs placed on inactive status and/or discontinued/eliminated were identified as having no enrollment over a course of several years. Perhaps as the economy improves, there might be a renewed interest in these classes and certificate programs.



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

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

This summary includes community college programs that fall within the **Therapeutic Services Pathway** and are related to Pharmacy Tech, Mental Health- Addiction Studies, Eye Care/Ophthalmic Assistance and Technology, and Surgical Technology.

Number of degrees offered by the colleges:	3
Number of certificates offered by the colleges:	4

Five (5) community colleges reported on programs in the Health Science cluster/Therapeutic Services pathway. Eight (8) degree and certificate programs were included in this review. Of these, colleges reportedly continued six (6) programs with minor improvements, discontinued or eliminated one (1) and placed one (1) on inactive status.

According to the State of Illinois Industry Employment Projections, the healthcare industry as a whole, will see an annual growth rate through 2016 above total growth projections for all industries. The occupational employment projections for the occupational/program areas listed above in the Therapeutic Services Pathway are projected to increase by almost 30 percent through 2016. This

employment growth is higher than the average growth projected for all occupations statewide.

Programs planned for continuation were identified by steady enrollments through enhanced marketing strategies. The overall continuation of the majority of these programs was based on national certification requirements/mandates.

The program cited for discontinuation/elimination was in the Safety Coordinator program area and was identified as a result of a significant decrease in enrollment and few students matriculating from this program. The program has been on inactive status for the past few years and the college officially withdrew the program during the 2008-2009 academic year.

The program placed on inactive status was due to a limited interest from students and the college not being able to maintain student enrollment needed to offer the specific curriculum.

This summary includes community college programs that fall within the **Diagnostic Services Pathway** and are related to Medical Laboratory Technology, Clinical Laboratory Technology/Phlebotomy, and Medical Imaging Technologies, such as Diagnostic Medical Sonography, Magnetic Resonance Imaging, Computed Tomography, and Limited Radiography .

Medical Lab Technology

Number of degrees offered by the colleges: **9**

Number of certificates offered by the colleges: **1**

Nine (9) community colleges reported on programs in Medical Lab Technology. Ten (10) degree and certificate programs were included in this review. Of these, colleges reportedly continued all ten programs with minor improvements.

According to the Illinois Department of Employment Security, occupational employment of “Medical and Clinical Lab Technologists” is expected to increase by roughly 16 percent through 2016 statewide. Programs planned for continuation were identified by steady or increasing enrollments due to increased marketing efforts and continued interest from local employers needing qualified employees. Several colleges have continued their attempts to strengthen relationships with clinical sites, updated instructional equipment, and continually updating course content with program areas to meet certification requirements and accreditation standards. College’s who underwent accreditation review through the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) indicated strong curricula and support from local providers.

Colleges described their strengths as pursuing/attaining full accreditation, devoted and long standing faculty and staff, dedicated laboratory and classroom space, strong affiliations with clinical partners, and the ability of graduates to find employment easily upon program completion.

Clinical Lab Technician/Phlebotomy

Number of degrees offered by the colleges: 2

Number of certificates offered by the colleges: 14

Fourteen (14) community colleges reported on programs in Clinical Lab Technology /Phlebotomy. Sixteen (16) degree and certificate programs were included in this review. Of these, colleges reportedly continued all 16 programs with minor improvements.

According to the Illinois Department of Employment Security, occupational employment of “Medical and Clinical Lab Technicians” is expected to increase by roughly 18 percent through 2016 statewide. Colleges cited strong interest from the community, support from local providers and quality curricula that meets industry and accreditation standards. Quality programs were indicated to have been NAACLS accredited . Weaknesses such as lack of adequate clinical sites and retaining adjunct faculty were identified by several colleges.

Several college described programmatic improvements such as hybrid offerings, integration of academics and laboratory skills, and trying to design their coursework for ease of transition between related healthcare programs.

Medical Imaging Technologies (Limited Radiography, Magnetic Resonance Imaging, Computed Tomography, and Diagnostic Medical Sonography)

Number of degrees offered by the colleges: 1

Number of certificates offered by the colleges: 4

Two (2) community colleges reported on programs related to Medical Imaging Technologies within the Diagnostic Pathway. Five (5) degree and certificate programs were included in this review. Of these, colleges reportedly continued four (4) programs with minor improvements, and place one (1) program on inactive status.

According to the Illinois Department of Employment Security, occupational employment of “Miscellaneous Health Technicians and Technologists” is expected to increase by roughly 18 percent through 2016 statewide. Colleges reported steady enrollments and completions, particularly with existing professionals looking to upgrade their skills or cross-train for related employment opportunities. Industry accreditation was cited as evidence of quality curriculum. Other strengths included qualified faculty, support from local providers and updated equipment. Weakness included a lack of marketing and not enough clinical sites.



The **Human Services Cluster** prepares individuals for employment in career pathways related to families and human needs. Individuals pursuing a career in the **Personal Care Services Pathway** assist individuals with their personal appearance, including shampooing, cutting, coloring and styling hair; giving manicures, pedicures, and scalp and facial treatments; providing makeup analysis; cleaning and styling wigs and hairpieces; and providing personal fitness training. Also, within personal care services, funeral directors and attendants make funeral arrangements for grieving families.

This summary includes community college programs that fall within the Personal Care Services Pathway and are related to Mortuary Science.

Number of degrees offered by the colleges:	2
Number of certificates offered by the colleges:	0

Two (2) colleges reported on programs in the mortuary science area. Of those programs, both offer AAS degrees and both were slated to be continued with minor improvements.

Nationally, the job growth for funeral directors and embalmers is expected to be good. The U.S. Department of Labor Statistics indicates that employment opportunities in the industry will grow (12 percent) which is about the average (as compared to other occupations) through 2016. The need to replace funeral directors that retire or leave the occupation for other reasons will account for more job openings. Also, with the aging of the “Baby Boomers,” death rates will increase.

According to the Illinois Department of Employment Occupational Employment Projections , Funeral Service Workers show a slight increase of (1.46) through 2016 while the Personal Care Services Industry as a whole will also show a slight increase through 2016 of (1.21 percent).

Both programs conduct a yearly review of the national standards set forth by the American Board of Funeral Service Education which is the accrediting body for all mortuary colleges within the U.S.



The **Manufacturing Cluster** prepares helps prepare individuals for careers in planning, managing, and performing the processing of materials into parts and final products. Individuals pursuing careers in this field will be engaged in processes related to production planning and control, maintenance and manufacturing engineering and technology.

This summary includes community college programs that fall within the **Quality Assurance Pathway** and are related to adherence to standards that meet performance requirements, monitoring

and maintaining the quality, overall and within steps, of the manufacturing process. Programs reviewed in this summary include Quality Engineering Technology, Quality Control Technology, and Industrial Quality Management Technology.

Number of degrees offered by the colleges: 2
Number of certificates offered by the colleges: 7

Three (3) community colleges reported on programs in the quality assurance area. Nine (9) total certificate and degree programs were included in this review. Two (2) of the colleges reported plans to continue their programs with minor improvements, while one (1) college indicates plans to discontinue its quality control and related certificate programs.

Colleges reported low enrollments, but strong interest by local employers. In districts where industrial employment opportunities exist, placement remains high. Frontier Community College indicated that finding and retaining qualified faculty has been a challenge. They plan to utilize their area chapter of the American Society for Quality (ASQ) to recruit potential instructors for their programs. Heartland Community College recently opened a new technology building (Fall 2007) and reported their program has benefitted greatly from increased exposure, capacity and access to updated laboratories, equipment and tools.

This summary includes programs that fall within the **Maintenance, Installation and Repair Pathway** and are related to providing preventive maintenance services on machines, tools and equipment. Programs reviewed in this summary include Mechanical Engineering Technology, Mechanical Design Technology and Industrial Technology.

Number of degrees offered by the colleges: 6
Number of certificates offered by the colleges: 5

Six (6) community colleges reported on programs in the maintenance, installation and repair area. Eleven (11) total certificate and degree programs were included in this review. All of the colleges reported plans to continue their programs with minor to significant improvements.

“Mechanical Engineering Technicians” and “Industrial Engineering Technicians” are expected to see a positive growth in their employment demand statewide through 2016, according to the Illinois Department of Employment Security (IDES). Locally, college indicate a varied job outlook for program completers in this field. Four (4) colleges reported steady enrollments, while two (2) reported declining enrollments. These colleges suggest that their district’s local economic situation has had some affect on the lack of interest among students and employers.

All of the colleges reporting indicated plans to continue their programs implementing cost-savings measures, while at the same time trying to update software, equipment and tools for their programs. Several colleges reported their mechanical engineering technology programs were not cost-effective. Measures to address program sustain ability include, College of Lake County reported having revised their program since the last review period to make the curriculum more accessible to recent high school graduates and decrease the time to degree making students available to the job market quicker; and Carl Sandburg College plans to revise their curriculum so that it becomes an option within existing programs, as well as open its individual courses up to non-majors looking for an upgrade to existing technical skills.

This summary includes program included in the **Manufacturing Production Process Development Pathway** and relate to the design of products and the manufacturing process. They work with customers to ensure the manufacturing process produces a product that meets or exceeds customer expectations, monitor the manufacturing process and the materials used to manufacture the product. Programs reviewed in this summary include Machining and Machine Tool Technology, Sheet Metal Technology, Welding Technology, and Tool and Die Technology.

Machining and Machine Tool Technology

Number of degrees offered by the colleges:	8
Number of certificates offered by the colleges:	32

Sixteen (16) community colleges reported on programs in the machining and machine tool technology area. Forty (40) total certificate and degree programs were included in this review. Thirteen (13) colleges reported plans to continue their programs with minor to significant improvements and four (4) colleges indicated having eliminated programs in this area.

According to the Illinois Department of Employment Security (IDES), “Machinists” occupations are expected to experience a slight decline in employment (-0.04%) through 2016, statewide. This is not a significant decrease in employment overall since the occupation itself is so large in Illinois. Colleges reported steady to slightly declining enrollments, citing the local demand varies according to district. Several colleges who have maintained close working partnerships with large manufacturing employers suggested that without this collaboration their programs would not be as strong. Partnering with local employers to meet their specific needs provides the institution with the opportunity to customize training and fill employer’s gaps on an as needed basis. Other strengths of machining and machine tool programs included qualified faculty and recently redesigned curricula that reflects current technology, requirements and processes in the manufacturing industry today.

Sheet Metal Technology

Number of degrees offered by the colleges:	3
Number of certificates offered by the colleges:	8

Six (6) community colleges reported on programs in the sheet metal technology area. Eleven (11) total certificate and degree programs were included in this review. Five (5) of the colleges reported plans to continue their programs with minor to significant improvements, while one (1) college

indicated they had eliminated two (2) programs in this area, and another college planned to schedule its program for further review.

Modest, yet positive, growth in the employment of “Sheet Metal and Structural Workers” is expected statewide through 2016, according to the Illinois Department of Employment Security (IDES). Colleges with plans to continue offering their related programs described steady or slightly decreasing enrollments, steady completions and varying placement rates. Colleges also indicate a continued strong interest in this technology at the course level for individuals in related programs, such as Heating, Ventilation, Air Conditioning & Refrigeration (HVACR) technology students and existing technicians. Several institutions, including Southwestern Illinois College and Elgin Community College reported the exploration and addition of dual credit offerings in this field of study. Elimination of programs was based on a lack of enrollments and community interest due to the local fluctuations in the economy.

Welding Technology

Number of degrees offered by the colleges:	6
Number of certificates offered by the colleges:	52

Twenty-six (26) community colleges reported on programs in the welding technology area. Fifty-eight (58) total certificate and degree programs were included in this review. Twenty-four (24) of the colleges reported plans to continue their programs with minor to significant improvements, while two (2) colleges indicated they had eliminated three (3) programs in this area and one (1) college reported plans to schedule its program for further review.

“Welders” is expected to show slight, but positive, growth (4.17%) in employment through 2016 statewide, according to the Illinois Department of Employment Security (IDES). Overall colleges reported steady to increasing enrollments in the majority of districts, with placements remaining steady particularly for certificate completers. Colleges utilizing American Welding Society (AWS) curriculum standards indicate strong success in student certification rates on related AWS credentialing exams. Several colleges reported continued interest from students taking specialized welding courses that lead towards industry certifications. Danville Area Community College reported record enrollments in the last academic year, as well as Carl Sandburg College reporting a significant increase in employer interest and student enrollment.

Prairie State College, Heartland Community College, Kaskaskia College, and Southeastern Illinois College were among the institutions reporting numerous programmatic improvements such as updated facilities and equipment, integration of the use of blackboard technology in the classroom, continued professional development of faculty, and the revision of curriculum to meet industry standards and employer needs. Those institutions who reportedly eliminated their welding programs indicated lack of interest and enrollments due primarily to the struggling local economy.

Tool and Die Technology

Number of degrees offered by the colleges:	4
Number of certificates offered by the colleges:	5

Five (5) community colleges reported on programs in the tool and die technology area. Nine (9) total certificate and degree programs were included in this review. Three (3) of the colleges reported plans to continue their programs with minor to significant improvements, while two (2) colleges indicated they had eliminated four (4) programs in this area.

Employment of “Tool and Die Makers” is anticipated to show a sharp decline (-10.72%) statewide through 2016, according to the Illinois Department of Employment Security (IDES). This expected decrease in job openings is illustrated through the decrease or lack of enrollments in local college programs and the waning interest of local employers due to struggling economies in some districts. The colleges planning to continue their programs indicate having revised their curriculum or format in order to attract more students, such as Prairie State College offering independent study courses that encourage certificate completion, and the development of dual credit agreements that allow high school students to take courses such as board drafting, industrial maintenance and beginning machine tool that will apply towards completion of related programs.

CROSS-DISCIPLINARY PROGRAM REVIEW: DEVELOPMENTAL EDUCATION

Community Colleges reported on 53 Developmental Education programs during fiscal year 2009. Instructional offerings included Developmental Math, English, Reading and Writing. Remediation needs at the community college has been an issue for many years. Students entering community colleges require some form of developmental coursework before enrolling in their intended college-level program. The latest counts show that 100,190 students took at least one developmental course which is down slightly from the prior year and up substantially from five years ago. During fiscal year 2007, students attempted over 600,000 developmental credits throughout the system. (see: <http://www.iccb.org/pdf/reports/transitionsreport08.pdf>)

Inadequate preparation for college-level coursework continues to place barriers on students’ success in postsecondary programs. State level initiatives, such as the College and Career Readiness Initiative, the American Diploma Project, and the Shifting Gears Initiative, are part of a national and statewide effort to improve the transitional success of secondary students and adults into postsecondary programs. To support these efforts the ICCB has created the Career and Academic Readiness System (CARS), an online teaching and learning system that enhances the access to and delivery of existing remedial curricula at the colleges with the goal of helping improve students preparedness and future success in college-level coursework; and to help advise staff on state level coordination of these various efforts, the ICCB established the Developmental Education Advisory Committee that will begin meeting this Spring.

The College and Career Readiness Act, signed in 2008, attempts to address rising remediation rates among high school graduates who are ineligible for college-level coursework due to below level college placement scores. The ICCB awarded five (5) community colleges three year pilot site projects for studying the remediation needs of its incoming freshman. The pilot projects are evaluating the performance of high school juniors on placement tests that target developmental needs in English, Math, and Writing. The College and Career Readiness Initiative was mentioned by several of the community college pilot sites. John A. Logan College indicated that through its CCR efforts one of the biggest benefits has been its improved partnerships with local high schools in not

just aligning curriculum but also in coordination of efforts. Moraine Valley indicated improved communication with local high schools, improved intervention strategies for current high school junior and seniors, and creation of a summer bridge program as outgrowths of its CCR pilot project.

Fluctuations of enrollments in Development Education courses varied across the state during this fiscal year. Some colleges reported overall increases in development sections over the last few years, while others indicated decreases, and still others reported increased needs in math, but decreased needs in English. The majority of colleges reporting indicated use of the COMPASS and Accuplacer placement tests for identifying the need for development coursework.

The overall goal reported by colleges for improving Developmental Education programs was to reduce the continued need for remediation by increasing student success in first semester coursework. Colleges reporting on Developmental Education during this fiscal year indicated quality improvements to their programs including offering courses in hybrid and online formats, increased intervention strategies such as “early alerts” in general education math and communications courses, better evaluation of incoming students’ level of preparedness and remedial needs, increased integration of reading and writing into introductory coursework, and the implementation of learning communities. The majority of colleges reported updates to developmental course content as well.

Concerns identified by several colleges include the lack of set aside funding for developmental education, low state reimbursement rates and the overall increase in remedial needs for incoming high school graduates.

Strengths of Developmental Education in the colleges included dedicated and qualified full- and adjunct faculty, support of college administration to update curricula, and an overall acceptance of the need to work with partners, such as secondary schools and adult education providers, to align curricula. Other positive improvements reported by the colleges included plans for obtaining College Reading and Learning Association (CRLA) accreditation for all campus tutoring service providers, and, submission of the Preliminary Application for NADE (National Association of Developmental Education) certification.

STUDENT AND ACADEMIC SUPPORT SERVICES

Community college student support services assist students in making appropriate academic and career plans, offering resources, and enriching their college experience. Colleges were asked to submit a Student & Academic Support Services Review Report that addressed major findings, improvements, and modifications of several areas within student support. Reports could include one or more of the following key service areas: Advising and Counseling Services, Recruitment, and Admissions and Records. While other service areas within student support were allowable, listed below are the dominant service areas and statewide programmatic issues that were reported. One hundred two (102) Student and Academic Support Services programs were reviewed in fiscal year 2009.

Learning and Support Services

Services offered by Learning Centers have broadened and experienced significant changes. Several

assessment-related activities and initiatives have been reviewed emphasizing commitment to maintaining a curriculum and an educational delivery system that focuses on the future needs of an increasingly diverse global society. One of the greatest demands has been in the area of computerized testing. Increased use of Blackboard by faculty as well as literacy testing, placement tests, and on-line tutoring has meant more of a shift to technology for support. Other areas such as adult education, distance learning, and adaptive technology for students with disabilities mean more utilization of Learning Centers and technology. A high unemployment rate has sent many back to the classroom for retooling or degrees while incoming students continue to place in below level college courses causing more burden and expansion of Learning Centers. In addition, student demand for computer usage has increased. The expansion and remaking of Learning Centers has affected support by requiring more full time, trained staff and developing more interdepartmental intra departmental communications, improving learning facilities, and increasing professional development opportunities for learning assistance staff. Unfortunately, zero budget growth necessitates service expansion without monetary resource growth. A strength that has emerged from expansion has been the collaboration within the college needed and implemented to facilitate development of assessment tools and criteria that addresses validity, course and program outcomes, working data to evaluate the effectiveness of student progression, instructional effectiveness, and course/program oversight. However, continued erosion of state funding for community colleges remains a serious threat. Grants which have helped fund academic support services are threatened with reductions and /or elimination.

Career Development Services

Career Services is committed to working with students to identify and develop skills that are critical to educational, personal, and professional success, including establishing a portfolio, building transferable skills, creating networking opportunities, appreciating professionalism and etiquette, furthering communication skills and developing job search materials. The demand for career development services mirrors that of the country in light of the overall economic state and phenomenal rate of job loss which has created an overwhelming demand for services through individual request, classroom, workshops, and online inquiry. Because of the high demand for career development services, marketing efforts are continually evaluating strategies and techniques and modifying approaches to meet the needs of constituents. Non-traditional students, commuting students to extension centers, and distance learning classes are some of the new areas that require services. More on-line information is provided through MySpace and Facebook along with videos and internet based job postings. As technology changes, job search correspondence methods and employer application requests change frequently. Guidelines, presentation content, brochures and online resources must constantly be reviewed and updated. Unfortunately, the nation's economic downturn has resulted in employers reducing the number of job postings and campus visits with an ever increasing number of community residents seeking career changes and job search assistance. The discouraging news is that limited job prospects affect students as they select college majors and make career decisions.

Advising and Counseling

The emerging role of community college counseling is actually an expansion of traditional roles: community college counselors are becoming learning agents, student developers, and resource managers. This expansion of responsibilities is being activated by the influx of "new" non-traditional college students streaming into the nations' community colleges and by declining resources caused

by internal budget reductions and declining support from governmental sources. Crucial characteristics that community college counselors need to be successful include a strong sense of professional mission, rapport, empathy, and technological ability. One of the biggest challenges for counselors is the amount of requests received via electronic devices. With the increased use of technology (cell phones, text messaging, and computers), the students' desire for instant response creates challenges to maintain student service satisfaction. The ever growing demand for services has led to other emerging issues. Many students arrive ill prepared for their advisement appointments. Personal issues from mental illness and returning war veterans have the colleges implementing behavioral management and intervention programs. State and federal dollars are essential to maintain an effective and well staffed academic advisement service. Institutional dollars can be used to offset deficits but can only provide temporary relief. Agency budgets need to be stabilized and secured as much as possible to insure resources are available for this valuable work.

CONCLUSION

The *Program Review Statewide Summary for Fiscal Year 2009* provides evidence of the community college system's continued efforts towards meeting the diverse needs of their communities. As the economy continues to wane constraints on fiscal resources increase, and so do enrollments at our institutions forcing colleges to implement strategies that maintain quality services to their districts. Community college program review submissions for this fiscal year affirm the system is doing just that. Colleges reviewed a total of 709 instructional programs during fiscal year 2009, making recommendations for continuing, modifying or eliminating curricula and courses in a broad range of academic and career and technical program areas.

Eighty-seven (87) Academic programs within Physical and Life Sciences were reviewed this fiscal year, all recommended for continuation with minor improvements noted. Major challenges cited by the colleges in maintaining high quality mathematics offerings included increasing the number and level of articulation for individual courses from the secondary to post-secondary level, addressing the increasing needs for remedial instruction in this discipline, and utilizing outcomes assessment data for short- and long-term improvement.

Five hundred sixty-nine (569) Career and Technical Education programs were reviewed this fiscal year. Of those, 458 programs were continued with only minor improvements, 44 programs were significantly modified, 47 programs were identified for elimination, and 20 programs were scheduled for further review during the coming year. Over the fiscal year 2009 program review cycle, the career and technical program areas that experienced the most significant activity in terms of expansion and/or elimination of programs were *related to Arts, A/V & Communications, Architecture and Construction, Business Management and Administration, Education & Training, Finance, Health Sciences, Human Services, and Manufacturing*. Program review submissions by the colleges in these program areas clearly illustrate the system's responsiveness to local economic needs and student interests through the revision of existing programs, addition of new programs, and elimination of under-performing programs. Two hundred thirty six (236) new A.A.S. degree and Certificate programs were added and 199 were eliminated during fiscal year 2009. Community colleges' program review summaries this year illustrate how institutions continue to strive towards developing and maintaining, cost-effective, high quality and technologically advanced career and technical programs that meet both student interests and local business/industry needs.

Fifty-three (53) Developmental Education programs were reviewed this fiscal year. Developmental Math, English, Reading and Writing were the primary courses evaluated by the colleges. While the lack of preparedness of incoming students increases, so does the need for developmental coursework and related support services. Colleges agree that student success is their priority goal of developmental programs. Many programmatic improvements were made during the last five years in this area including revising curricula, enhancing access and delivery formats, integrating developmental content into college-level coursework, and establishing learning communities.

Colleges continue to provide access and opportunity to nearly one million diverse students annually, including those seeking assistance deciding on a new career or upgrading skills for their current occupation, persons interested in transferring to another college or university, and students who need to sharpen their basic skills. Program review submissions this fiscal year also illustrate that the colleges are committed to continuous improvement of not only their instructional programs, but also their student and academic support programs and services. **One hundred two (102) Student and Academic Support Services programs** were reviewed in fiscal year 2009. College submissions centered around three main areas: Advising and Counseling Services, Recruitment, and Admissions and Records. Colleges identified numerous state-level issues challenging student and academic support services. Those issues included the continued need to increase staffing, update or expand facilities, update both text and electronic materials, maintain the most current computer/internet access, and increase security surrounding confidential student information. Funding was also a significant concern for many institutions.

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