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ABSTRACT

During fiscal year 1988, the public community colleges of Illinois completed the final year of their first five-year cycle of program review. The statewide program review process was implemented in 1983 for the evaluation of both instructional programs and student and academic support services. Reports submitted by the colleges in 1988 indicate that: (1) between 1984 and 1988, the colleges collectively reviewed 7,402 discrete degree and certificate programs and baccalaureate/transfer disciplines, as well as 575 instructional support programs; (2) over 700 of the 7,402 programs underwent continued review over a two-year period; (3) 279 programs were identified for discontinuation or phase out, with the largest number of these being discipline-specific baccalaureate/transfer associate degree programs; (4) in the occupational areas, business had the largest number of curricula identified for withdrawal; (5) 179 of these programs were withdrawn from the Illinois Community College Board's (ICCB's) listing of approved program offerings; (6) some programs were discontinued but not actually withdrawn because the colleges believed the lack of need for the programs was temporary; (7) during 1988, 1,447 instructional programs and 161 student and academic support services were reviewed, and 103 were identified for withdrawal. The ICCB is currently working with the Illinois Board of Higher Education and the Illinois State Board of Education to coordinate and consolidate the review process on a statewide level. (AJL)

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REPORT ON COMMUNITY COLLEGE PROGRAM REVIEW

FISCAL YEAR 1988

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Illinois Community College Board

REPORT ON COMMUNITY COLLEGE PROGRAM REVIEW
FISCAL YEAR 1988

REPORT: During fiscal year 1988, the colleges completed the final year of the first five-year cycle of program review. In March 1983, the Illinois Community College Board adopted a statewide program review and evaluation process for evaluating both instructional and student and academic support services programs within each five-year period. The colleges initiated the process beginning in fiscal year 1984. This report summarizes what has happened during the first five-year cycle and addresses in greater detail the fiscal year 1988 program review reports submitted by each of the community colleges.

Overview of Five-Year Cycle

In the five-year period from fiscal year 1984 through 1988, the colleges collectively reviewed over 7,400 discrete degree and certificate programs and baccalaureate/transfer discipline areas (see Table 1). Five hundred seventy-five instructional support programs also were reviewed during this time period. Over 700 of the 7,402 instructional programs underwent continued review over a two-year period.

Table 1

SUMMARY OF COMMUNITY COLLEGE PROGRAM REVIEW
FISCAL YEARS 1984-1988

<u>Fiscal Year</u>	<u>Number of Instructional Programs Reviewed</u>	<u>Number of Support Programs Reviewed</u>	<u>Number of Programs with Continued Review</u>	<u>Number of Programs Identified for Discontinuation/Phase-Out</u>	<u>Number of Programs Actually Withdrawn</u>
1984	1,539	60	199	32	32
1985	1,561	102	157	66	58
1986	1,299	125	145	39	24
1987	1,556	127	101	39	20
1988	<u>1,447</u>	<u>161</u>	<u>105</u>	<u>103</u>	<u>35</u>
TOTAL	7,402	575	707	279	169

The vast majority of the programs were continued with the review action plans calling for improvements to the existing programs. Many programs underwent major modifications, such as curricular changes or limits set on enrollments due to the labor market. A total of 279 degree and certificate programs were identified for discontinuance or phase-out. One hundred sixty-nine of these have actually been withdrawn from the ICCB's listing of approved program

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offerings. Some will not be withdrawn until the students who currently are enrolled have completed the programs. The remaining were discontinued but, for various reasons, not actually withdrawn from the approved listing of programs. The most prominent of these reasons was that the colleges believed the lack of need was temporary, and they wanted to retain them on file in order to be able to offer them again in the future without going through the approval process.

Table 2 presents a summary of the types of programs identified for discontinuation or phase-out. Over the five-year period, the largest number of programs were discipline specific baccalaureate/transfer Associate in Arts

Table 2
PROGRAMS IDENTIFIED FOR DISCONTINUATION OR PHASE-OUT
FISCAL YEARS 1984-1988

	<u>1984</u>	<u>1985</u>	<u>1986</u>	<u>1987</u>	<u>1988</u>	<u>Total</u>
<u>Transfer</u>						
Discipline Specific Transfer Degrees	13	27	5	5	29	79
Disciplines within Degrees	1	0	2	0	0	3
<u>Occupational</u>						
Agriculture	0	7	0	0	6	13
Business	7	6	13	11	23	60
Personal Services	0	0	0	1	0	1
Engineering Related	3	2	3	6	1	15
Health	0	3	6	2	7	18
Home and Institutional Services	1	7	6	1	3	18
Parks and Recreation	0	0	0	1	0	1
Library	1	1	0	0	0	2
Public and Protective Services	3	1	0	2	10	16
Trade	2	12	3	3	21	41
Visual and Performing Arts	1	0	0	0	3	4
<u>General Studies</u>	0	0	1	5	0	6
<u>ABE/ASE</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>0</u>	<u>2</u>
TOTAL	32	66	39	39	103	279

and Associate in Science degrees. The colleges identified 79 specific AA/AS degrees for withdrawal due to the program review process. This is in keeping with the emphasis that ICCB has placed on the establishment of generic AA and AS degree curricula.

In the occupational areas, business had the largest number of curricula identified for withdrawal. Many of these were certificate programs, such as finance, clerical, and stenography, where the skills are still needed, but have been incorporated into broader occupational fields to provide the student with a better employment base.

Trade and Industrial curricula comprised the second largest number of programs discontinued. Several Trade and Industrial programs in welding and drafting have been withdrawn for reasons similar to those in business. Colleges have opted to incorporate their welding courses into related curricula or offer the courses as 1.6 vocational skills courses for upgrading purposes since the job market is limited for welders. Likewise in basic drafting, most of the colleges that have withdrawn these curricula have modernized their offerings to meet the demands of technological advancements.

Eighteen programs in both the Health and Home and Institutional Services areas have been discontinued. Prominent among discontinued Health programs have been mental health technician, practical nursing and, recently, dental assisting curricula. In the Home and Institutional Services area, several colleges have discontinued various child development programs. Enrollments and completions had declined to the point that the programs were no longer viable.

Agriculture programs in the community college system have undergone changes over the past five years that have resulted in the discontinuation of 13 programs. The changing agricultural economy in Illinois has contributed to these educational changes. Many colleges are placing more emphasis on agricultural business and supply programs and less on agricultural production. Colleges are offering more continuing education courses to meet the needs of their agricultural community.

Sixteen Public and Protective Services programs have been discontinued with most of these happening within the past year. Results of graduate follow-up have indicated that placement is low in many of these program areas, particularly social service programs, and former students are needing additional study to enter or advance in the job market. Colleges are, therefore, encouraging students interested in these programs to pursue a baccalaureate/transfer degree.

Fiscal Year 1988 Program Review

The individual college program review reports showed that 1,447 instructional programs and 161 student and academic support services programs were reviewed during fiscal year 1988. Table 3 identifies the number of programs reviewed by each college, the type of process used and the kind of action taken on instructional programs. The number of programs reviewed varies by the type of review process used. Although each college may design a unique program review

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Table 3

FISCAL YEAR 1988 PROGRAM REVIEW SUMMARY

District/ College	Number of Programs Reviewed		Actions on Instructional Programs			Type of Review Process
	Inst'l	Other	Number Continued/ Improved/ Modified	Number Continued for Review in FY 1989	Number to be Phased out/ Withdrawn	
Belleville (522)	29	5	29	--	--	Proportional Model
Black Hawk - Quad (50301)	All (62)	13	61	--	1	Screening Model
Black Hawk - East (50302)	All (106)	27	104	--	2	Screening Model
CCC - City-Wide (50809)	115	2	85	20	10	Proportional Model
CCC - Daley (50806)	33	0	21	1	11	Proportional Model
CCC - Kennedy-King (50801)	28	0	18	6	4	Proportional Model
CCC - Malcolm X (50803)	48	2	29	2	17	Proportional Model
CCC - Olive-Harvey (50805)	30	11	25	--	5	Proportional Model
CCC - Truman (50804)	34	12	22	--	12	Proportional Model
CCC - Washington (50802)	23	5	9	5	9	Proportional Model
CCC - Wright (50807)	26	6	23	--	3	Proportional Model
Danville (507)	All (66)	0	66	--	--	Screening Model
DuPage (502)	43	2	43	--	--	Proportional Model
Elgin (509)	40	1	40	--	--	Proportional Model
Harper (512)	31	4	31	--	--	Proportional Model
Highland (519)	23	5	21	--	2	Combination Model
Illinois Central (514)	21	5	16	4	1	Combination Model
IE - Frontier (52904)	11	2	--	11	--	Proportional Model
IE - Lincoln Trail (52901)	13	0	12	0	1	Proportional Model
IE - Olney Central (52902)	13	0	--	11	2	Proportional Model
IE - Wabash Valley (52903)	16	2	11	--	5	Proportional Model
Illinois Valley (513)	10	0	10	--	--	Proportional Model
Joliet (525)	26	0	24	2	--	Combination Model
Kankakee (520)	15	1	15	--	--	Proportional Model
Kaskaskia (501)	17	1	11	1	4	Proportional Model
Kishwaukee (523)	17	0	17	--	--	Proportional Model
Lake County (532)	27	2	18	6	3	Proportional Model

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Table 3

FISCAL YEAR 1988 PROGRAM REVIEW SUMMARY
(Continued)

District/ College	Number of Programs Reviewed		Actions on Instructional Programs			Type of Review Process
	Inst'l	Other	Number Continued/ Improved/ Modified	Number Continued for Review in FY 1989	Number to be Phased out/ Withdrawn	
Lake Land (517)	9	2	7	--	2	Proportional Model
Lewis & Clark (536)	0	3	--	--	--	Proportional Model
Lincoln Land (526)	All (84)	15	73	11	--	Screening Model
Logan (530)	0	1	--	--	--	Divisional Model
McHenry (528)	12	5	7	1	4	Proportional Model
Moraine Valley (524)	17	3	17	--	--	Proportional Model
Morton (527)	51	0	42	9	--	Screening Model
Oakton (535)	4	2	4	--	--	Proportional Model
Parkland (505)	30	3	29	--	1	Proportional Model
Prairie State (515)	29	0	23	5	1	Proportional Model
Rend Lake (521)	0	0	--	--	--	Proportional Model
Richland (537)	0	0	--	--	--	Divisional Model
Rock Valley (511)	27	2	26	1	--	Proportional Model
Sandburg (518)	16	1	15	--	1	Proportional Model
Sauk Valley (506)	15	0	11	4	--	Proportional Model
Shawnee (531)	11	0	10	1	--	Proportional Model
South Suburban (510)	0	2	--	--	--	Divisional Model
Southeastern (533)	21	2	21	--	--	Proportional Model
Spoon River (534)	12	0	11	--	1	Proportional Model
State C C (601)	0	2	--	--	--	Proportional Model
Triton (504)	All (84)	3	80	4	--	Screening Model
Waubensee (516)	All (85)	2	84	--	1	Screening Model
John Wood (539)	17	5	17	--	--	Combination Model
Total	1,447	161	1,238	105	103	

*Includes arts and sciences disciplines not included in the total number of instructional programs for colleges using screening or divisional processes.

Process to serve its needs, several general program review models are identifiable. Seven colleges use a screening model in which all instructional programs undergo a desk audit on specified variables, such as enrollments and costs each year. Focused reviews are conducted on programs that are identified through the screening as having potential problems. Thirty-six colleges conduct comprehensive reviews of approximately 20 percent of their programs each year. These colleges are identified as using a proportional model on Table 3. Four colleges use a combination of the screening and proportional models. They screen all programs each year and do a comprehensive review of those with identified problems as well as conducting an in-depth review of all of their programs at least once every five years. The final type of review model can be called a divisional model in which the college selects a particular organizational division within the college for review each year. Three of the colleges currently are using this model.

Actions taken as a result of the fiscal year 1988 program review are listed in the table for instructional programs only because the kinds of actions taken to improve support programs vary so widely. As a result of the instructional program review, 103 programs (7 percent) have been identified for discontinuation or phase-out, and 105 have been scheduled for continued review into fiscal year 1989 before final actions are determined. The remaining programs will continue to be offered with a variety of improvements or modifications made as a result of program review. A listing of the programs to be discontinued or phased out is presented in Table 4.

State-Level Program Review

The ICCB staff program review has two facets: The review of the colleges' annual review reports and the coordination of the program review process with other state agencies. After reading each college's program review report, the staff prepares a letter to each college regarding its summary report and, when appropriate, providing suggestions for improvement in the process. As part of the recognition visit process, each college's program review process also is examined in greater detail to determine compliance with the ICCB standards.

The ICCB staff is working with the staffs of both the Illinois Board of Higher Education (IBHE) and the Illinois State Board of Education (ISBE) to coordinate and consolidate the program review process for community colleges. Since the IBHE has the statutory authority "to review periodically existing programs of instruction...and to advise the appropriate board of control if the contribution of each program is not educationally and economically justified," a copy of each college's annual summary report is provided to the IBHE staff for review. The IBHE staff, with input from the ICCB staff, selects certain programs each year for focused state review. Fiscal year 1988 programs selected for this review include agriculture mechanics, computer programming, dental assisting, radiologic technology, respiratory therapy, medical assisting, stenography, human services, drafting, and air conditioning/refrigeration/heating programs. In addition, special attention is being given to counseling and admissions programs. The occupational programs were selected for focused review due to indications that there is a potential oversupply of trained workers in these areas. Counseling and admissions were selected due to the importance of these support services given the new

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Table 4

CURRICULA WITHDRAWN OR TO BE WITHDRAWN AS A RESULT OF FISCAL YEAR 1988 PROGRAM REVIEW

District/ College	Title of Curriculum	Type of Curriculum	CIP
Black Hawk-East	Welding	AAS	48.0520
Black Hawk-Quad	Pipefitting Apprentice	36 hour occupational certificate	46.0599
	Plumbing Apprentice	36 hour occupational certificate	46.0599
CCC-City-Wide	Auto Technology	AAS	47.0603
	Auto Tech-Autobody	30 hour occupational certificate	47.0603
	Auto Tech-Body and Fender	18 hour occupational certificate	47.0603
	Auto Tech-Auto Transmission Specialist	15 hour occupational certificate	47.0604
	Auto Tech-General	30 hour occupational certificate	47.0604
	Social Service Aide-Family Welfare	AAS	44.0701
	Social Service Aide-Family Welfare	30 hour occupational certificate	44.0701
	Social Service Aide-Youth Work	AAS	44.0701
	Social Service Aide-Youth Work	30 hour occupational certificate	44.0701
	Probation Police Officer	39 hour occupational certificate	43.0102
CCC-Daley	Music-Commercial	AAS	50.0904
	Music-Commercial Music Composition	32 hour occupational certificate	50.0904
	Music-Commercial Music Theory	19 hour occupational certificate	50.0904
	Fire Science and Technology	AAS	43.0201
	Fire Science and Technology	30 hour occupational certificate	43.0201
	Fire Science and Technology	15 hour occupational certificate	43.0201
	Fire Science and Technology	9 hour occupational certificate	43.0201
	Real Estate	30 hour occupational certificate	06.1701
	Real Estate	15 hour occupational certificate	06.1701
	Finance	12 hour occupational certificate	07.0201
	Insurance	30 hour occupational certificate	08.1001
CCC-Kennedy-King	Pre-dentistry	AA	18.1701
	Pre-pharmacy	AA	18.1901
	Teaching-industrial/vocational	AA	13.1309
	Business Machines	15 hour occupational certificate	07.0705
CCC-Malcolm X	Art	AA	50.0701
	Commercial Art	AAS	48.0203
	Foreign Language	AA	16.0101
	Music	AA	50.0901
	Speech and Drama	AA	23.1002
	Pre-engineering	AA	14.0101
	Pre-dentistry	AA	18.1701
	Pre-medicine	AA	18.1801
	Pre-optometry	AA	18.2501
	Pre-law	AA	22.0102
	Social Service	AA	44.0701
	Teaching-elementary	AA	13.1202
	Teaching-high school	AA	13.1205
	Pre-pharmacy	AA	18.1901
	Labor Studies	AAS	06.1101
	Labor Studies	30 hour occupational certificate	06.1101
	Surgical Technician	30 hour occupational certificate	17.0211
CCC-Olive-Harvey	Law	AA	22.0102
	Auto Parts Counter Salesperson	27 hour occupational certificate	08.1203
	Merchandising and Marketing	AAS	08.0706
	Merchandising and Marketing	30 hour occupational certificate	08.0706
	Merchandising and Marketing	15 hour occupational certificate	08.0706

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Table 4

CURRICULA WITHDRAWN OR TO BE WITHDRAWN AS A RESULT OF FISCAL YEAR 1988 PROGRAM REVIEW
(Continued)

District/ College	Title of Curriculum	Type of Curriculum	CIP
CCC-Truman	Mid-Management	15 hour occupational certificate	06.0401
	Food Sanitation	2 hour occupational certificate	20.0401
	Speech and Drama	AA	23.1002
	Dentistry	AA	18.1701
	Medicine	AA	18.1801
	Optometry	AA	18.2501
	Pharmacy	AA	18.1901
	Industrial Relations	AA	06.1101
	Law	AA	22.0102
	Teaching-Elementary	AA	13.1202
	Teaching-High School	AA	13.1205
Teaching-Industrial Vocational	AA	13.1309	
CCC-Washington	Marketing	12 hour occupational certificate	08.0706
	Finance and Credit	AAS	07.0201
	Clerical	30 hour occupational certificate	07.0702
	Clerical	32 hour occupational certificate	07.0702
	Dental Assisting	AAS	17.0101
	Dental Assisting	44 hour occupational certificate	17.0101
	Child Development-Elementary	32 hour occupational certificate	20.0205
	Dentistry	AA	18.1701
Music	AA	50.0901	
CCC-Wright	Clerical	30 hour occupational certificate	07.0702
	Clerical	15 hour occupational certificate	07.0702
	Electronics Drafting	34 hour occupational certificate	48.0104
Highland	Caseworker Aide	31 hour occupational certificate	44.0701
	Machinist	44 hour occupational certificate	48.0503
Illinois Central	Teacher Assistant	AAS	20.0205
IE-Lincoln Trail	Environmental Control	AAS	15.0506
IE-Olney	Dental Assisting	60 quarter hour occupational certificate	17.0101
	Construction Energy Technology	AAS	46.1006
IE-Wabash Valley	Radio/TV/Stereo Repair	50 hour occupational certificate	47.0103
	Telecomm-Switching	50 hour occupational certificate	47.0103
	Telecomm-Transmission	49 hour occupational certificate	46.0303
	Recreational Vehicle Repair	19 hour occupational certificate	47.0604
	Sheet Metal	15 hour occupational certificate	48.0506
Kaskaskia	Ag Production	AAS	01.0301
	Ag Production	51 hour occupational certificate	01.0301
	Banking and Finance	AAS	07.0201
	Banking and Finance	21 hour occupational certificate	07.0201
Lake County	Dental Assisting	39 hour occupational certificate	17.0101
	Industrial Welding	AAS	48.0508
	Industrial Welding	36 hour occupational certificate	48.0508
Lake Land	Real Estate Management	16 hour occupational certificate	06.1701
	Machine Tool Technology	AAS	48.0503

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Table 4

CURRICULA WITHDRAWN OR TO BE WITHDRAWN AS A RESULT OF FISCAL YEAR 1988 PROGRAM REVIEW
(continued)

District/ College	Title of Curriculum	Type of Curriculum	CIP
McHenry	Ag Business	AAS	01.0101
	Ag Business	38 hour occupational certificate	01.0101
	Ag Production	AAS	01.0301
	Ag Production	35 hour occupational certificate	01.0301
Parkland	Therapeutic Recreation	AAS	17.0817
Prairie State	Dental Assisting	41 hour occupational certificate	17.0101
Sandburg	Marketing Fashions	28 hour occupational certificate	08.0102
Spoon River	Diesel Mechanics	34 hour occupational certificate	47.0605
Waubensee	Touch Shorthand	21 hour occupational certificate	07.0602

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admissions requirements and the mandates of the Committee on the Study of Undergraduate Education. The IBHE staff has sent technical questions to 16 colleges seeking additional information on these programs. The IBHE staff will prepare a report on both community college and university program reviews in the spring.

The ICCB and ISBE staffs are continuing work on a consolidated program review process for occupational programs. The occupational follow-up study is being revised to provide information needed for the program review process. The new follow-up system should be fully implemented in fiscal year 1990 with implementation of the program review process the following year.

Conclusions

The statewide program review process implemented in the community college system of Illinois five years ago ensures that all instructional programs and academic and student support services are evaluated at least once every five years. Because the process enables each college to implement a program review system designed to serve its needs, it has produced many program improvements identified by the faculty, division administrators, and program advisory committees. Although the colleges have discontinued 279 programs during the past five years as a result of the program review process primarily because these programs were no longer needed, over 7,000 instructional programs have been continued with improvements and modifications. Since all of these programs were evaluated by using the criteria of need, quality, and cost, many of the changes were designed to improve the quality and efficiency of continuing programs.

The current program review process is not designed to meet the Carl Perkins Act requirements for evaluation of occupational programs; however, ICCB and DAVTE staffs have been working on this project for nearly two years. Some modification in the current process will be needed in the next few years to accomplish this objective. The basic concept of focusing the program review process at the local college level so that the review process can result in significant improvements to the program shall be retained.

A significant addition to the program review process during the next five-year cycle will be the review of the general education component of baccalaureate/transfer degree programs. While most colleges have been reviewing baccalaureate/transfer disciplines, they will now be taking a broader view of their degree programs. Included will be a review of the general education objectives and the development of baccalaureate-level skills. Also included in this new review will be an examination of assessment measures to determine how students are progressing in meeting these objectives.

Over the last five years, colleges continually have revised, refined, and improved their program review processes. Program review has had and will continue to have a major impact on the quality of education provided to the thousands of students enrolling in community colleges in Illinois.