

Illinois Community College Board
Fiscal Year 2006

Accountability *And* Productivity

In The Community College System
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Illinois Community College Board

**ACCOUNTABILITY AND PRODUCTIVITY
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Introduction

Analyses of the Results of Fiscal Year 2006 College Program Reviews

In 1983, the Illinois Community College System began a broad-based accountability initiative through regular review of instructional, administrative, and support services programs. Today, the process continues to be a major accountability effort proven to be flexible enough to address the constantly changing policy issues and priorities of the various community college districts. To ensure that programs continue to meet the needs of both students and employers, colleges conduct a review of programs once every five years. The review is based on three criteria: program need, program cost, and program quality.

This report summarizes the results of academic, career and technical, adult education, and developmental education programs that were reviewed during fiscal year 2006. Summaries include both program strengths and the common challenge's colleges face in keeping instruction relevant while maintaining cost-efficiency. Specific quality improvements at the local level are also highlighted. During fiscal year 2006, community colleges reviewed **153 academic, 786 career and technical, and 24 adult and developmental education programs**. **A table illustrating this information by college can be found in Appendix Table 1.**

Academic Program Review

Community colleges review academic programs at least once every five years, and each college determines when such reviews occur. **This year 153 academic programs were reviewed and all were recommended for continuation with minor improvements.**

Academic Program Review: Community colleges review academic programs at least once every five years. Typically, each college determines when such reviews occur. However, beginning in fiscal year 2007, all institutions will report on a pre-determined discipline at one time. This change will provide a more comprehensive review with insights on trends systemwide.

Every reporting year, an array of innovative program improvements are described. In fiscal year 2006 reports, certain topics could be found throughout the reviews of various disciplines. These include evaluating learning outcomes and revising syllabi accordingly, striving for greater communication between adjunct and full-time faculty, standardizing syllabi for consistency in teaching, applying technology to improve teaching and learning, and creating "hybrid" courses to make education accessible to more students.

Numerous colleges, including **McHenry County College**, utilize a review process that ties together the mission and goals of the discipline, the role and relationship of the discipline relative to the college's mission, the scope of discipline activities, and modifications that have occurred since the program was reviewed five years ago.

Program Need. In general, the need for academic coursework is apparent, as it provides the foundation for all degrees, whether occupational or transfer. General education courses develop a breadth of knowledge essential to a greater understanding of the world in which we live—its presence in the universe, its peoples, its environment, and its complexities. Headcount enrollment, credit hours generated and retention data are typical methods of validating program need.

Program Cost. Some colleges determine the cost of a program by comparing the revenue with the cost per credit hour. Other institutions may compare their unit cost data of a particular program with the average unit cost data of their peers or the average costs across the state.

Program review reports provide evidence that costs are generally in line with state averages. Variations arise when numerous faculty are adjunct or long-tenured, when costly expenditures such as major technological upgrades occur at one time and with particularly high or low enrollment numbers. Colleges use innovative means to stretch department budgets. Some seek grant funding for technology or to build partnerships. Others make handouts available online or sell packets of course material through the bookstore.

Program Quality in Communications: Sixteen colleges elected to review the disciplines of English and Speech Communication. Courses in English composition and speech are the cornerstone of college curricula. A student who experiences difficulty in these courses is likely to be at a great disadvantage in other general education courses. Knowing this, **Richard J. Daley College** reports requiring eligibility for college level English as a prerequisite for all general education courses. **Kankakee Community College** plans to develop materials to be distributed to high schools that demonstrate the type of skills expected of students entering college level English and speech.

Colleges reported sizeable increases in enrollment in regular courses and particularly online courses. Southeastern Illinois College reports that “the development in online learning pedagogy has resulted in a ‘boom’ for communication online courses.” The popularity of “hybrid” courses, which combine instruction that occurs in the classroom and online, is increasing. Numerous colleges report using this method for speech courses.

New technology continues to be added to enhance learning. **College of DuPage** has a “Speech Assistance Area” for individual tutoring and to provide opportunities for students to practice giving their speeches. **College of Lake County** plans to create a similar lab. **Morton College** is constructing a computer classroom specifically designed to enhance writing instruction. Modular furniture will allow students to work individually or in groups for both individual and collaborative writing exercises.

Courses in Mass Communication and Journalism also reside in the Communications discipline. Several colleges reported great success. **Waubensee Community College** reported that enrollment

in Mass Communication courses increased from 27 in fiscal year 2002 to 270 in fiscal year 2003 and is now at 520 students. The success of the program is attributed to a new full-time faculty member, grant-funded equipment purchases, and collaboration with English composition faculty. **Kankakee Community College** will develop a portfolio evaluation for all sections of English I and II that include samples of graded student work. **Oakton Community College**'s speech department has paired a speech course with a humanities/social sciences course. Such courses allow for an interdisciplinary, team taught approach that promotes students' critical thinking and communication skills.

Kaskaskia College credits its successful journalism program with highlighting and publicizing student, faculty, staff, and institutional accomplishments and awards, thereby serving as an excellent marketing tool. At **Illinois Valley Community College**, journalism students are responsible for publication of an award winning college newspaper, the IV Leader.

Courses in communications may be tailored for various career and technical programs. **Illinois Valley Community College** offers a course in oral communication skills for occupational business and industry programs. **College of DuPage** offers Introduction to Business Communication and speech communication for non-native speakers. **College of Lake County**'s intercultural communication course is now a requirement in the nursing program.

The quality and innovation of community college teaching and learning was exemplified in reports from the **College of Lake County** and **Lake Land College**. CLC students who successfully complete a Fundamentals of Speech course will meet competencies established by the Illinois Speech and Theater Association (ISTA) and the National Communication Association (NCA). **Lake Land College** reports that one faculty member won a national teaching award for a program she implemented with a colleague who teaches chemistry. They joined together to offer a murder mystery as part of a Composition II course.

Program Quality in Social and Behavioral Science: Students of the social sciences analyze social, political, cultural, historical, and economic institutions and relationships that both link and separate societies throughout the world. They study behavior, both individually and among groups, and develop a sense of global responsibility for humans and the environment. Courses are provided at the introductory level to introduce a discipline and at the intermediate level to prepare students for further study in a related major at the baccalaureate level. Fourteen colleges reported reviewing social science disciplines including sociology, psychology, human geography, economics, political science, history, and anthropology.

Southeastern Illinois College spotlighted a new course on Politics in State and Communities. It prepares students to participate in the Model Illinois Government Program (MIG). MIG is a legislative and moot court competition held at the State Capitol. It allows students to hone their skills and compete with over 2,500 students from 19 colleges and universities across the state. Despite **Southeastern Illinois College**'s status as the smallest college at the simulation, it has won top awards the past three years.

Emphasizing "Community" in community colleges is important to the mission of institutions. Faculty, staff, and students engage members of communities in sports, music, theatre, public

speaking presentations, and public service. For an example of the latter, Student Government at **Southeastern Illinois College** raised \$2,000 for local charities and organizations; held a food drive; held a toy drive; raised over \$1,200 for the local Heart Walk; organized a Voter Registration Challenge that featured county clerks from four district counties; and spearheaded and coordinated hurricane relief efforts resulting in over \$1,600 being raised for Mississippi Gulf Coast Community College.

Program Quality in Physical and Life Science: Courses in this area fall into the categories of biology, botany, geology, chemistry, physics, earth science, astronomy, physical geography, and zoology. Study in these areas provides an understanding of the scientific principles in physical and life sciences, the methods of scientific inquiry, the formulation and testing of hypotheses, and the ability to draw conclusions. Fourteen colleges reviewed the sciences during fiscal year 2006.

Colleges attribute enrollment increases to a growing need for healthcare workers: nurses, emergency medical technicians, laboratory technicians, lab technicians, and many others. Science courses give students a foundation for pre-med, pre-vet, and pre-pharmacy along with engineering and other careers.

William Rainey Harper College reported a dramatic enrollment increase in chemistry where enrollments rose approximately 70 percent between 2001 and 2005. **Lincoln Land Community College** (LLCC) is seeing a growing interest in geography. Plans are to merge physical science with the existing earth sciences program and new course offerings to create a GeoSciences Program. LLCC's Ocean Studies course and Introduction to Weather and Climate are courses developed by the National Oceanographic and Atmospheric Administration (NOAA). This affiliation allows students to use actual NOAA real-time data to study trends in weather, climate, ocean temperatures, etc.

Heartland Community College has developed a "greenspace" with native prairie grass, wildlife, wetlands, and trees, to form natural habitat areas that are differentiated by vegetation and precipitation. As the campus greenspace matures, more "field" activities including water and soil studies of the pond and prairie restoration areas will be incorporated in the earth science courses.

Retention data are frequently used to determine the effectiveness of teaching and learning. Faculty want students to succeed. For example, an adjunct chemistry instructor at **Malcolm X College** provided tutoring during office hours. Another adjunct faculty member provided regular additional teaching once a week during the spring 2005 semester to help low-performing students to catch up. **Sauk Valley Community College** reports that student deficiencies in science and math are checked prior to enrolling students in science classes. **William Rainey Harper College** strengthened its general chemistry course by adding another contact and credit hour that includes additional problem solving and discussion time and by requiring completion of intermediate algebra rather than allowing concurrent enrollment of algebra and chemistry.

Program Quality in Humanities and Fine Arts: Study in the humanities and fine arts focuses on intellectual and cultural expression approached through historical, hermeneutic, cultural, and aesthetic investigations. Students develop a sense of what it means to be human in relation to the natural world, to others, and to reflect on ideas and confront presuppositions from one's own and

other cultures. Included in this broad discipline area are foreign language, literature, religious studies, philosophy, history, music and art. Nineteen colleges reported on these various disciplines.

Colleges offer programs and courses, in part, as a recruiting tool through gallery exhibits, high school outreach programs, juried exhibitions of high school and college art works. Public service activities such as workshops and festivals contribute to an awareness of the college and what it offers. **College of Lake County** believes casting elementary to high school age students in the annual children's show and other productions attract future students. **Southeastern Illinois College** reports "theatre productions and events become powerful agents of public relations for the school in that thousands of different faces, young and old, participate in or attend theatre-sponsored events." One event might bring thousands of people to the college. **South Suburban College** has a high school juried exhibition that is hosted on campus that allows students to see its excellent facilities.

The **College of Lake County** boasts that its instrumental group was the only American ensemble invited to participate in a music festival in Besana, Italy during the summer of 2005. This international experience broadened student learning in innumerable ways and established a precedent for the consideration of additional performance opportunities in rich national or international settings.

Once again, the weaving together of career and technical training with academic coursework is evident. **Waubensee Community College's** department of foreign language plans to enter a partnership with the medical interpreting and translation certificate program. It offers Spanish for law enforcement officers and Spanish for Nursing and other specialized professions to help workers carry out their job duties. **Lake Land College** reports that, while transfer is the general goal for art majors, the trend in employment in finding jobs in graphic design, computer animation, education/teaching, gallery and museum curatorial work, and industrial design are prevalent in the arts. **Sauk Valley Community College** is adding a Commercial Music program to stay in sync with regional and national trends in the recording arts and music retail employment.

Typically, costs in offering theatre, art, and music programs are high. In theatre, expenses include capital investments in facilities, sets, lights, directors, technicians, costumes, makeup, sound, and the cost of faculty compared to the small number of students in the program. In art, the costs include buying art supplies, maintaining equipment properly, maintaining up-to-date software for digital arts programs, maintaining and improving gallery exhibitions, and providing enrichment through visiting artists and teachers. In music, costs include investments in facilities, costs of equipment upkeep, sheet music, cost of faculty for private music lessons, equipping practice rooms with pianos and electronic keyboards, and maintaining a music library. Offsetting such costs requires creativity and ingenuity.

Program Quality in Mathematics: Mathematics focuses on quantitative reasoning to provide a base for developing a quantitatively literate person who can apply simple mathematical methods to the solution of real-world problems. Mathematics courses are a part of core instruction at each college. Every degree program and many certificate programs require mathematics courses. Six community colleges reported on mathematics.

Colleges present instruction to transfer and occupational students. For students planning to transfer and major in a math-related area, second year courses may not have a sufficient number of students to warrant offering the course. To offset this, **South Suburban College** has a cooperative agreement with **Prairie State College** to run lower enrollment courses such as Calculus III and Differential Equations. Students from two colleges provide sufficient revenue to cover expenses. **John Wood Community College**'s mathematics department is assisting the education department with the math portion of the new Associate of Arts in Teaching Secondary Mathematics degree. The goal of the degree is to improve the transfer process for students interested in teaching math in the middle grades, junior high, or high school. Overall, 18 community colleges have an approved AAT in Secondary Mathematics based on the statewide model.

Students registered in career and technical programs including nursing, agriculture, and business require specific math classes, reports **Triton College**. At this institution developmental education and nondevelopmental education are combined. Typically, multiple sections of the developmental and general education courses offset the costs of lower enrollment upper-level courses.

South Suburban College utilizes the ALEKS (Assessment and Learning in Knowledge Spaces) system for self-paced, individualized online math instruction via the world wide web. The college also offers a "One Room Schoolhouse" option. This is a single class that runs for 12 weeks and accommodates pre-algebra, elementary algebra, intermediate algebra, and college algebra students. It works well for students who were seriously misplaced in another course or registered late.

Teaching and learning continues to be at the forefront of community college programs. Accessibility, accountability, and affordability are the cornerstones of the community college education experience.

Adult Education and Family Literacy, English as a Second Language, and Developmental Education Program Review

Colleges are required to review their Adult Education and Family Literacy, English as a Second Language (ESL), and Developmental Education programs at least once every five years, according to a schedule developed by each college. **This year, 24 related programs were examined and all were recommended for continuation with minor improvements.**

Adult Education and Family Literacy and English as a Second Language Programs

Adult Education and Family Literacy programs serve students 16 years of age and older who have less than a high school education and are no longer enrolled, or have never been enrolled, in school. The programs provide education and support services for students wishing to improve their basic skills or to acquire a high school diploma or its equivalent - General Education Development (GED). These programs may also serve students who are determined, through a skills assessment, to lack the basic skills necessary to succeed in employment or further education and training. ESL programs serve non-native English speaking students by providing reading, writing, and math instruction for gaining or improving English language skills. Students may take related instruction

through programs offered by community colleges, community-based organizations, or other educational agencies. **During fiscal year 2006, eight colleges reported on programs in these categories.**

According to the 2005 Data and Characteristics of the Illinois Community College System, 16,749 students were enrolled statewide in ABE/ASE programs at community colleges during fiscal year 2004, and 33,242 students were enrolled in ESL programs at community colleges during the same period.

Program Need: All colleges reporting indicated a need for Adult Education and Family Literacy programs. Enrollments were noted as steady or increasing among all levels of Adult Basic Education (ABE), Adult Secondary Education (ASE) and English as a Second Language (ESL) programs. Census data and other community survey information supports the need for these programs in all of the districts reporting.

Program Cost: All colleges reporting indicated their programs were cost-effective. Colleges indicated these programs are cost-effective due to the use of part-time instructors and staff and large enrollments. In cases where program costs exceeded the average, colleges still considered them to be cost-effective in relation to the needs of the populations served.

Program Quality: Colleges identified common strengths as experienced and dedicated full- and part-time faculty and volunteer staff, flexible scheduling, multiple instructional sites, and access to student support services. Programming available through *GED On-Line* was also cited as a strength to adult education offerings. Retention rates illustrate the quality and effectiveness of these programs, and several colleges reported retention of their ABE/ASE/ESL students between 60-80 percent through their final course. Common program weaknesses include the need for accommodating increasing enrollments, either through additional staff and/or additional classroom space, and decreases in grant funding.

In general colleges indicated numerous quality improvements to their adult education and literacy programs since the last review period and/or that are planned in the next year. Several examples include incorporating more scientific-based reading into the curriculum, integrating technology and expanding course offerings. A number of these programs were recognized for their high quality. **Rock Valley College** was awarded the YWCA Organizational Leader Award for Program Excellence, and **College of Lake County's** ESL program was selected by the Council for the Advancement of Adult Literacy as a best practice.

Developmental Education Programs

Community college developmental education programs are essential to serve students whose skills in English, mathematics, or reading are below college level in order to provide them with the opportunity to be successful in college. Community colleges provide the vast majority of the state's developmental education courses. **During fiscal year 2006, four colleges reviewed their developmental education programs.**

Program Need: All colleges reporting indicated steady enrollments in developmental education courses, with math and writing being the most common areas for remediation. Colleges report lower

retention rates for developmental courses than for college-level courses. Colleges continue to develop new strategies for increasing their retention in these courses and improving student success.

Program Cost: All colleges reporting indicated that developmental education programs are cost-effective. Colleges attributed lower-than-average program costs to large enrollment and heavy reliance on adjunct faculty. Conversely, colleges attributed higher-than-average program costs to the use of full-time faculty and/or small class sizes, which they felt contributed to the quality and effectiveness of the programs. The colleges still considered these programs to be cost-effective in relation to the size and needs of the population served.

Program Quality: Colleges identified common program strengths as highly qualified and dedicated faculty and staff, flexible scheduling at multiple locations, the availability of student services, and the use of technology to provide access and supplemental self-paced tutorials. Weaknesses most commonly identified include lack of full-time faculty and the need for greater collaboration between part-time and full-time faculty to support transition of students to college-level courses. Development of student outcomes and assessment of student learning is a continued focus in developmental education. Specific quality improvements identified by the colleges include **Lincoln Land Community College** using a customized textbook for their Basic Arithmetic I and II course sequence. The college indicates this text incorporates elements of both basic math and pre-algebra, which better prepares students with no algebra experience for the beginning algebra course, a requirement in the math sequence.

Career and Technical Education Program Review

All career and technical education programs are reviewed 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, 786 career and technical education programs were reviewed at the colleges.**

Based on the analysis of their program review outcomes, colleges can elect to (1) continue programs with minor improvements, (2) continue programs with significant modifications, (3) discontinue or eliminate programs, or (4) schedule programs for further review. Reasons for modifying programs might include updating a curriculum to better suit the needs of local business, while elimination of programs might be based on low enrollments and high costs. Many colleges choose to address these concerns through further review of their programs. **According to the program review summaries provided by each college, 636 career and technical education programs were continued with minor improvements, 30 programs were significantly modified, 73 programs were identified for elimination, and 47 programs were scheduled for further review during the coming year. A table illustrating this information can be found in Appendix Table 2, and a list of curricula identified for elimination can be found in Appendix Table 3.**

Summaries of the Career and Technical Education Program Reviews Conducted during Fiscal Year 2006

Please note: For all of the following career and technical education program summaries, the number of colleges offering training may not match the number of colleges that reported on the program status chart. This is because some programs are currently inactive, are too new to conduct a meaningful review, colleges reported in the summary may offer more than one program in that specific program area, or colleges may have notified ICCB of circumstances that warrant postponing the review.

In program summaries where information from the Follow-Up Study of Career and Technical Education Program Graduates is “N/A” (Not Available), there were either too few respondents to the Follow-Up Survey for inclusion in the report or the specific program category is an Illinois-specific classification. This means that Follow-Up Survey data is not broken down by specific program category, but has been combined with its related national program category for which data is available.

Furthermore, for program areas where college reports were not submitted or information was insufficient, no statewide summary for that program area has been provided.

Agricultural Mechanization

Programs that prepare individuals to select, sell and service agriculture or agribusiness equipment, including diesel machinery, technical equipment, and specialized software.

Number of Colleges Offering Training	8
2005 Follow-up respondents employed or continuing education	97%
2005 Follow-up respondents working full-time	86%
2005 Follow-up respondents working in related jobs	50%

Results of this year’s program review:

Eight colleges offer programs in Agriculture Mechanics and Power Technology. Seven colleges indicated plans to continue their programs with minor improvements and one college reported plans to discontinue its program.

Program Need: Statewide data on “farm equipment mechanics” illustrates an employment growth of about 3 percent through 2012, according to the Illinois Department of Employment Security. While this is lower projected growth than the average for all occupations, it indicates a positive rise in the demand for workers trained in agricultural mechanization and power technology. Locally, need varies. The majority of colleges indicated that while small, their enrollments remained steady. Districts in areas with large agriculture industry employers reported the most activity in these programs.

Program Cost: Most colleges reported a higher than average unit cost for their agricultural mechanization programs. This is in large part due to the program’s expensive equipment and

laboratory needs. Colleges utilize donations from local employers to keep unit costs down. Lower enrollments also contribute to higher costs. Despite this, however, most colleges report their programs to be cost-effective.

Program Quality: Several common strengths of agricultural mechanization programs as reported by the colleges include qualified faculty who keep updated on industry needs and standards, continued high placement rates with local employers, updated curricula and increasing opportunities for dual credit with local high schools. A few weaknesses reported by the colleges include the high cost of equipment and technology, the need for more flexible course scheduling and the lack of marketing and recruitment.

Lake Land College reported the recent purchase of a MX240 tractor for classroom and laboratory instruction, and **Kishwaukee College** plans to begin offering bilingual evening courses for its students.

Industrial Technology

Programs that prepare individuals for assisting in the development of materials and processes used in industrial manufacturing systems, including automated manufacturing systems and manufacturing engineering technologies.

Number of Colleges Offering Training	15
2005 Follow-up respondents employed or continuing education	93%
2005 Follow-up respondents working full-time	82%
2005 Follow-up respondents working in related jobs	100%

Results of This Year's Program Review:

Fifteen colleges offer programs in Industrial Technology. Of those, six reported plans to continue their programs with minor improvements, three planned to significantly modify their programs, two scheduled their programs for further review and four colleges reported discontinuing their offerings.

Program Need: According to the Illinois Department of Employment Security (IDES), employment projections predict a slower than average growth at 7.14 percent for Industrial Engineering Technicians through the year 2012.

Out of all the colleges reporting, only about half reported that they would be continuing their programs with minor improvements. Even though statewide data show a slower than average growth in this industry, these colleges refer to the fact that there is still an industry need for qualified workers, and their programs will continue to provide the qualified workforce in their regions. The other half of the colleges reported a mix, with some reporting that their programs would be significantly modified, discontinued, or scheduled for further review in the coming year. The most common reason for these reports was low student enrollments. Some programs reported not having one student complete the program since the last program review cycle in 2001. In some areas, there is a very high student interest in courses, but students leave the program prior to completion because they have received the skills necessary to be hired by industries in their area.

Program Cost: College reports vary regarding cost-effectiveness. Obviously, colleges with low enrollments have higher operating costs for their programs and vice versa. Also, colleges that have recently upgraded equipment report higher costs. Overall, these programs are inherently more expensive to operate due to the high costs of necessary equipment.

Program Quality: Common strengths reported by the colleges included quality of faculty instruction, active advisory councils and partnerships with local manufacturers, up to date equipment and shop areas, training opportunities for instructors, and the ability to modify programs to best reflect the needs of industry in the region. **Joliet Junior College** has a partnership with NCOPE (National Commission of Orthotic and Prosthetic Education) in developing a full associate's degree for a Joliet Junior College Orthotics and Prosthetics (O&P) Technician. Weaknesses include the high cost of updating necessary equipment, need to recruit and retain more students, and reduced partnerships with local industry.

Specific quality improvements include **Prairie State College's** recent agreement with Bradley University that allows completers of their Manufacturing Technology AAS degree to enter Bradley as juniors and be eligible for financial aid. At **Lewis and Clark Community College**, all students in the engineering technology curriculum are provided a classroom work station with all necessary software such as AutoCad, Revit, Mastercam, Inventor, and ESRI ArcMap. Faculty also work hard to staff the rooms when classes are not being held to provide students ample time to work on projects using these work stations.

Plastics Technology

Programs that prepare individuals for assisting in the development of materials and processes used in plastics manufacturing systems, including plastics molding, extrusion, and finishing.

Number of Colleges Offering Training	2
2005 Follow-up respondents employed or continuing education	N/A
2005 Follow-up respondents working full-time	N/A
2005 Follow-up respondents working in related jobs	N/A

Results of This Year's Program Review:

Since the last program review cycle, both colleges that offered programs in Plastics Technology have discontinued their curricula based on low or no enrollments and little or no interest from their communities.

Mining Technology

Programs that prepare individuals for assisting in mining processes such as the operations of mines, mining services, extraction and production, inspection and safety monitoring.

Number of Colleges Offering Training	2
2005 Follow-up respondents employed or continuing education	N/A
2005 Follow-up respondents working full-time	N/A
2005 Follow-up respondents working in related jobs	N/A

Results of This Year's Program Review:

Currently there are two colleges that offer programs in Mining Technology. One reported plans to continue its programs while the other indicated plans to discontinue its program.

Program Need: According to the Illinois Department of Employment Security (IDES), employment projections predict a decline in the area of Mining, with a projected growth of -6.34 percent for Mine Cutting/Channeling Machine Operators and -10.11 percent for Mining Machine Operators. Two colleges reported on three programs, with one reporting that the program would be placed on inactive status, one being significantly modified and one being continued with minor improvements. While the statewide need for these programs is showing a strong decline, there appears to be a strong resurgence regionally in the community college districts of southern Illinois.

Program Cost: Colleges report that this is a cost-effective program, pointing to a unit program cost that is well below the state average for all career and technical programs.

Program Quality: Common strengths reported by the colleges included quality of faculty instruction, quality advisory councils, up to date equipment, training opportunities for instructors, and flexibility of programs that reflect the needs of industry in the region. Specifically, **Wabash Valley College** appears to have an extremely strong program with State-wide approval and several important working relationships with union and non-union mines, Illinois Department of Natural Resources - Office of Mines and Minerals, and other mine related industries within Illinois. Weaknesses include the need for purchasing more equipment/computers coinciding with the loss of an Advanced Tech Grant and the hiring of additional qualified instructional staff during the growth of the program.

Specific quality improvements include a feasibility study being conducted by **Rend Lake College** to determine the viability of activating its program due to the resurgence of the mining industry within Southern Illinois. As a result of the yearly review of the program, **Wabash Valley College** reports designing new courses/combining existing courses to better serve students and reflect industry needs.

Social and Human Services

A broad description of programs that prepare individuals for assisting in the counseling, rehabilitation, and administration of social or human services, including the areas of welfare and family services, substance/alcohol abuse intervention and counseling, disability services, mental health services, gerontology, and adult and juvenile corrections services.

Number of Colleges Offering Training	15
2005 Follow-up respondents employed or continuing education	84%
2005 Follow-up respondents working full-time	49%
2005 Follow-up respondents working in related jobs	94%

Results of This Year’s Program Review:

Fifteen (15) community colleges offer programs in Social and Human Services. Twelve (12) colleges reported plans to continue their programs with minor improvements, two (2) colleges reported plans to inactivate (or have already inactivated) their programs and one (1) college scheduled its program for further review.

Program Need: Statewide and local labor market information indicates a much faster than average growth in the demand for “social and human service assistants”. According to the Illinois Department of Employment Security, employment in this occupation is expected to increase by 40.19 percent through 2012. This is nearly five times the average increase in employment for all occupations statewide. Locally the majority of colleges reported steady increases in enrollments. Completions remain steady, particularly at the certificate levels and job placements for the majority of colleges remain high. One college withdrew its program since the last review cycle because it was geared towards a very specific audience and interest from that employment market dropped off in recent years.

Program Cost: Overall, colleges indicated that their programs in social and human services are cost-effective. Many colleges reported lower than their college average for unit costs. Attributing factors are primarily that these programs typically share faculty or utilize adjunct faculty, and don’t require any special classrooms or equipment.

Program Quality: Common strengths of community college social and human services programs include highly qualified and knowledgeable faculty with excellent connections to the social service field, up-to-date curriculum that meets the needs of local social and human service agencies, program accreditation and outstanding service-learning opportunities with area organizations. Several weaknesses of these programs as identified by the colleges include lack of early advisement for students, lack of 2+2 agreements with nearby baccalaureate institutions, lack of knowledge amongst social and human service employers regarding advanced education.

Quality improvements cited by the colleges include **Illinois Valley Community College** promoting ongoing professional development for social and human services faculty by encouraging attendance at the annual National Organization for Human Services (NOHS) national and regional conferences. **Elgin Community College** added smart classroom access for social and human services program students. **College of Lake County** reported their continued program accreditation through the Illinois Alcohol and Other Drug Abuse Professional Certification Association (IAODAPCA).

Automotive Body/Collision Repair Technology

Programs that prepare individuals for repairing; reconstructing; painting; and finishing of automobile bodies, fenders, and external features.

Number of Colleges Offering Training	12
2005 Follow-up respondents employed or continuing education	94%
2005 Follow-up respondents working full-time	67%
2005 Follow-up respondents working in related jobs	57%

Results of This Year's Program Review:

Twelve colleges offer programs in Automotive Body/Collision Repair Technology. Eleven colleges indicated plans to continue their programs with minor improvements and one college reported scheduling its program for further review.

Program Need: According to the Illinois Department of Employment Security, workforce need for "automotive body & related repairers" is expected to rise by 8.85 percent by the year 2012. This represents an increase of 835 positions in Illinois due to sector growth and employment replacements. Colleges report that program enrollments and completions have grown at a steady rate over the review period. Labor demand is strong, and many students are able to enter the workforce before they complete the program.

Program Cost: As a whole, colleges reported that programs in Automotive Body Repair are cost-effective. In many areas, adjunct faculty members are utilized to keep costs down. However, as with most other Automotive programs, costs associated with updating facilities and laboratories does tend to increase overall unit cost, as does the cost of paints and hazardous materials handling. Various colleges reported efforts to control expenditures whenever possible. For example, **Kishwaukee College** instituted a policy of purchasing supplies in large quantities and as a result has been able to keep expenses relatively constant over the past three years.

Program Quality: Dedicated faculty, updated facilities and active student groups are among the items cited as indicators of program quality by the colleges. Programs are often NATEF certified and instructors are likely to be ASE certified. However, several colleges pointed out that, due to steadily increasing costs, there is a constant need to aggressively recruit students. Also, some colleges reported a shortage of available, late-model automobiles to utilize for in-class instruction. To help control costs, colleges have created valuable partnerships with business and industry. In addition, several colleges have formed partnerships with secondary schools. **Kishwaukee College** has an agreement to offer dual credit opportunities for high school students. **Highland Community College** reports using a competency-based system that affords optimum utility of the instructor's experience.

Automotive Service Technology

Programs that prepare individuals for repairing, servicing, and maintaining all types of automobiles, trucks, and vans.

Number of Colleges Offering Training	33
2005 Follow-up respondents employed or continuing education	90%
2005 Follow-up respondents working full-time	66%
2005 Follow-up respondents working in related jobs	77%

Results of This Year’s Program Review:

Thirty-three colleges currently offer programs in Automotive Technology. Thirty-two colleges reported plans to continue their programs with minor improvements while one college indicated scheduling its programs for further review.

Program Need: According to the Illinois Department of Employment Security, workforce need for “automotive service technicians and mechanics” is expected to rise by 8.25 percent by the year 2012. This represents an increase of 2,760 positions in Illinois due to sector growth and employment replacements. It was noted by several colleges that this growth can be at least partially attributed to the infusion of new technologies into the field - including those required to support new automotive propulsion systems. As these new technologies come on line, additional workers are needed and current workers require retraining to stay competitive. Most colleges specifically mentioned that their automotive mechanics program graduates enjoyed a high job placement rate.

Program Cost: Costs for automotive mechanics programs often run higher than the average for other CTE programs throughout the system. This is due to the necessity for continual equipment upgrades and the need to keep individual class sizes manageable. For example, during the review period **College of DuPage** was required to replace a \$65,000 transdynamometer. In order to offset these high costs, colleges have been effective in partnering with regional industry partners. **Triton College** receives substantial support, in the form of cash grants and equipment donations, from Toyota and GM. Given the high quality of the program content and the increasing demand for program completers, colleges reported that these costs, while high, were considered reasonable.

Program Quality: Community college programs in automotive service technology offer students high quality, hands-on instruction and favorable employment options. Most colleges consider National Automotive Technician Education Foundation (NATEF) certification to be a primary strength of these programs, along with National Institute for Automotive Service Excellence (ASE) certified faculty members, well-equipped labs and strong industry partnerships. **Moraine Valley Community College** students have the opportunity to participate in the Daimler-Chrysler “CAP” (College Automotive Program), one of just 32 sites in the nation. **McHenry County College** has succeeded in placing program graduates in technical training programs for Mercedes-Benz, Audi and Volkswagen. Instructors at **Lincoln Land Community College** are members of the Automotive Instructors Association, and **Lake Land College’s** Kevin Miller was named the 2006 National Automotive Technician Education Foundation and National Institute for Automotive Service Excellence Instructor of the Year..

Railroad Technology

Programs that prepare individuals for service as railroad operations employees on passenger or freight carrying locomotives.

Number of Colleges Offering Training	1
2005 Follow-up respondents employed or continuing education	100%
2005 Follow-up respondents working full-time	100%
2005 Follow-up respondents working in related jobs	N/A

Results of This Year’s Program Review:

One college currently offers a program in Railroad Technology. **Richard J. Daley College** reported plans to continue its program with minor improvements.

Program Need: According to statewide labor market information provided by the Illinois Department of Employment Security, employment of “railroad transportation workers” is expected to show very little growth through 2012. This is also true locally; however, Daley College indicates this program is offered primarily for new employees of area rail transportation companies. Enrollments in recent years have been low, but completions remain steady.

Program Cost: No unit cost data was available for this program.

Program Quality: Daley College reported several strengths of its railroad technology program, including a “very satisfied” rating for students completing the program, job placement rates for students are at 100 percent, and the curriculum is well designed and kept up-to-date.

Aircraft Piloting

Programs that prepare individuals for flying and navigating commercial passenger and cargo, agricultural, public service, corporate and rescue aircraft.

Number of Colleges Offering Training	6
2005 Follow-up respondents employed or continuing education	N/A
2005 Follow-up respondents working full-time	N/A
2005 Follow-up respondents working in related jobs	N/A

Results of This Year’s Program Review:

Two colleges reported on their programs in Aviation Piloting. One college reported plans to continue its private pilot and related commercial piloting programs, while the other reported plans to discontinue its program.

Program Need: Statewide labor market information indicates an increase in the employment of “aircraft pilots” through 2012, according to the Illinois Department of Employment Security. Locally, however, need for this program varies. In the southwestern region of the state, demand for pilots remains strong, while in the southern Chicago suburban area demand for pilots has declined sharply. Expansion of the Regional Jet system has led to the increased need for more pilots in rural parts of the state.

Program Cost: Unit cost figures for these programs also vary. One college indicated its programs being comparable in costs to other career and technical programs at the institution, while the other college indicated no enrollments and high hangar/airplane rental fees resulting in much higher than average unit costs for the program.

Program Quality: Southwestern Illinois College plans to revise its programmatic offerings in this area. The college currently offers two certificate programs in aviation piloting that lead to an A.A.S.

degree in aviation flight technology. Based on the program review, four related certificate programs were placed on hold to reevaluate during the coming year. These programs are targeted towards individuals interested in specific flight-rating certificates. Enrollments in these programs has dropped off over the last five years and the college plans to investigate inactivating the programs temporarily or withdrawing them altogether. SWIC identified several strengths in its current program offerings including a highly qualified and knowledgeable program coordinator; a 98 percent success rate for students taking the FAA pilot exams and an Advanced Aviation Training Device (AATD) flight simulator was purchased in 2004.

Aviation Management

Programs that prepare individuals for management of aviation industry operations and services, such as airports, ground support, and flight line operations; passenger and cargo operations; flight safety and security; and aviation industry regulation.

Number of Colleges Offering Training	1
2005 Follow-up respondents employed or continuing education	N/A
2005 Follow-up respondents working full-time	N/A
2005 Follow-up respondents working in related jobs	N/A

Results of This Year's Program Review:

One college currently offers a program in Aviation Management. **Lincoln Land Community College** reported plans to continue its program with minor improvements.

Program Need: Statewide labor market information indicates an increase in the need for "transportation managers", according to the Illinois Department of Employment Security. However, based on information provided by the college, local demands for this program remains low. Enrollments, while small, have remained steady over the past five years, as have completions.

Program Cost: The college indicates this program is cost-effective. Unit cost figures are below the college average for all programs and below the statewide average for this program area.

Program Quality: **Lincoln Land Community College** reports that most of the students in this program plan to transfer to Southern Illinois University at Carbondale for the Bachelor's of Science degree program. Strengths of the program include highly qualified and knowledgeable faculty. One weakness identified was the low enrollments which often result in course cancellations.

Truck/Tractor-Trailer Driving

Programs that prepare individuals for driving long-haul and local delivery trucks and includes instruction in loading and unloading cargo, reporting accidents or delays, verifying load shipments, keeping records and receipts, and safe operation both on and off the road.

Number of Colleges Offering Training	16
2005 Follow-up respondents employed or continuing education	87%
2005 Follow-up respondents working full-time	80%
2005 Follow-up respondents working in related jobs	64%

Results of This Year’s Program Review:

Sixteen colleges currently offer programs in Truck Driving. Fourteen colleges reported plans to continue their programs with minor improvements, one college eliminated its program and one college scheduled its program for further review.

Program Need: According to the Illinois Department of Employment Security, employment demand for “heavy and light truck drivers” is expected to increase faster than the average employment for all occupations statewide through the year 2012. Based on information provided in their program review summaries this is also true for employment of truck drivers at the local level. Colleges report enrollment trends remaining steady or increasing over the last five years. Completions in this program remain high, due in part to flexible formatting offered by the colleges. Placements also remain high as colleges report many students securing employment prior to their completion of the program.

Program Cost: Generally, colleges report their truck driver training programs as being cost-effective. Most colleges indicate operating this program in several formats, which allows for a continuous flow of students. Factors that contribute to higher unit costs are equipment rental, fuel and contractual services.

Program Quality: Many colleges reported modeling their truck driver training programs directly after the Secretary of State’s program for Commercial Driver’s License (CDL) attainment. This not only adds credibility to their programs but also prepares students for taking their licensure examination. Common strengths of the colleges’ truck driver training programs include highly qualified faculty, up-to-date equipment, and good connections with local employers. Several common weaknesses of their programs include high cost of fuel and lack of financial aid opportunities for many students.

Speech-Language Pathology Assisting

Programs that prepare individuals to provide therapeutic care to people with physical or behavioral disorders that affect their speaking or speech comprehension.

Number of Colleges Offering Training	1
2005 Follow-up respondents employed or continuing education	N/A
2005 Follow-up respondents working full-time	N/A
2005 Follow-up respondents working in related jobs	N/A

Results of This Year’s Program Review:

Currently one college offers a program in speech-language pathology assisting. **College of DuPage** reported plans to continue its program with minor improvements.

Program Need: College of DuPage reports an increase in enrollments of 105 percent since the last review period. Demand for all assistant-level allied health professionals continues to increase statewide and locally, according to the Illinois Department of Employment Security. Furthermore, the recent addition of licensure in Illinois has had an affect on interest in the program and the need for qualified graduates.

Program Cost: The college considers this program to be cost-effective, particularly compared to other health science career programs. Small class size and the use of adjunct faculty contribute to lower than average unit cost figures.

Program Quality: The college reported its program strengths as qualified and dedicated faculty and weaknesses as the lack of marketing for the program, as well as the need for an active advisory committee. The program coordinator will be charged with developing a marketing plan for this program and establishing an advisory committee.

Sign Language Interpreting

Programs that prepare individuals to interpret oral speech for the hearing impaired using American Sign Language or other deaf languages.

Number of Colleges Offering Training	6
2005 Follow-up respondents employed or continuing education	96%
2005 Follow-up respondents working full-time	61%
2005 Follow-up respondents working in related jobs	N/A

Results of This Year's Program Review:

Six colleges currently offer programs in Sign Language Interpreting. All colleges reported plans to continue their programs with minor improvements.

Program Need: Statewide the employment of “translators and interpreters” is expected to increase just slightly more than the average employment for all occupations through 2012, according to the Illinois Department of Employment Security. Locally, need for these programs are also evident. Enrollment trends vary widely from fluctuating to steady to notable increases. All colleges indicate there is a labor market interest and need for these training programs. Completions remain steady and placement high for graduates.

Program Cost: Five colleges reported their programs at below average unit cost. One college indicated that while its expenditures outweighed its revenues the program was still very much in demand by the community and was well within the college's mission. Utilizing technology was among the factors contributing to lower unit costs.

Program Quality: Common strengths of interpreter training programs identified by the colleges were a highly qualified and knowledgeable faculty, supportive and active advisory committees, strong ties to the local hearing-impaired community, low faculty to student ratio, updated laboratories and curriculum. Several weaknesses reported include the lack of necessary instructional space to accommodate increasing enrollments, and the need for qualified adjunct faculty.

John A. Logan College introduced an advanced online interpreting program this year for practicing interpreters and recent program graduates.

Medical Assisting

Programs that prepare individuals for performing either administrative or clinical tasks associated with the support of activities of physicians, physicians' assistants, and nurses in private and group settings and hospitals.

Number of Colleges Offering Training	7
2005 Follow-up respondents employed or continuing education	84%
2005 Follow-up respondents working full-time	62%
2005 Follow-up respondents working in related jobs	86%

Results of This Year's Program Review:

Five colleges reported on their programs in Medical Assisting. All colleges indicated plans to continue their programs with minor improvements.

Program Need: According to the Illinois Department of Employment Security, the employment of "medical assistants" is expected to increase four times faster than the average employment for all occupations in Illinois through 2012. Based on information provided by the colleges, this is also the trend locally. Demand for educated medical assistants remains strong in local job markets, and colleges continue to see increasing enrollments, steady completions and high placement for graduates.

Program Cost: Cost-effectiveness varies by colleges for their medical assistant programs. Three colleges reported their programs highly cost-effective with revenues generated well exceeding programmatic expenditures. Two other colleges, however, reported their programs were not considered cost-effective, primarily due to high faculty costs and accreditation fees. Both colleges have been experiencing growth in enrollments and plan to continue their programs indefinitely.

Program Quality: Common strengths of medical assistant programs as reported by the colleges include motivated and qualified faculty, updated laboratory facilities, excellent partnerships with area businesses who contribute supplies, and flexible scheduling for students. A few weaknesses cited by the colleges included the need to update equipment and a lack of marketing.

Several colleges reported on their accreditation status with the American Association of Medical Assistants. **South Suburban College** achieved its initial accreditation in March 2006, while **Moraine Valley Community College** recently completed its initial application and site visit for program accreditation.

Veterinary Technology

Programs that prepare individuals to support veterinarians by providing assistance during animal examinations, administering of treatment, monitoring, keeping animal and health-related records, and by performing a variety of practice-related duties.

Number of Colleges Offering Training	2
2005 Follow-up respondents employed or continuing education	94%
2005 Follow-up respondents working full-time	85%
2005 Follow-up respondents working in related jobs	67%

Results of This Year's Program Review:

Two colleges currently offer programs in Veterinary Technology. Both reported plans to continue their programs with minor improvements.

Program Need: Employment of "veterinary technicians/technologists" is expected to increase nearly three times faster than the average employment for all occupations in the state through 2012, according to the Illinois Department of Employment Security. Labor market information for these districts also indicates an expected increase in demand for trained veterinary technicians. Locally, colleges reported that enrollments in this program have increased steadily since the last review period. Completions remain steady and have shown a slight increase in the last two years.

Program Cost: Colleges report that while their veterinary tech programs average higher unit costs than for all career and technical programs, they remain cost-effective. Factors that contribute to higher unit costs include faculty salaries for long-time staff, and recent upgrades to equipment.

Program Quality: Several strengths identified by the colleges for veterinary technology programs include a highly qualified and knowledgeable faculty, a diverse and supportive advisory committee, good working relationships with local and state veterinary associations, and a low faculty to student ratio. Weaknesses include not enough instructional space to accommodate the demand for students/graduates, the need for on-campus large animal facilities and the need to improve retention.

Joliet Junior College reported on many improvements to its veterinary technology curriculum and facilities since the last review period. They maintain a 100 percent pass rate on the Certified Veterinary Technologist national examination and their Veterinary Medical Technology Facility recently achieved its registration with the U.S. Department of Agriculture as an animal facility in May 2005. **Parkland College** also reported several quality improvements to their veterinary technology program, including the addition of new rotations in dermatology, orthopedics, soft tissue, rehabilitation, dental, and oncology for their students' clinical experiences at the University of Illinois-College of Veterinary Medicine.

Occupational Therapy Assisting

Programs that prepare individuals to support occupational therapists by providing assistance in the development of educational, vocational, and recreational programs geared towards the patient's specific rehabilitative needs, assisting during the administering of treatment, monitoring, keeping patient health records and reporting back the patient's progress.

Number of Colleges Offering Training	11
2005 Follow-up respondents employed or continuing education	96%
2005 Follow-up respondents working full-time	82%
2005 Follow-up respondents working in related jobs	100%

Results of This Year’s Program Review:

Eleven colleges currently offer programs in Occupational Therapy Assisting. Nine colleges reported plans to continue their programs with minor improvements and two colleges indicated plans to discontinue their programs due to low or no enrollments since the last review period.

Program Need: According to the Illinois Department of Employment Security, employment of “occupational therapy assistants and aides” is expected to increase much faster than the average employment for all occupations statewide through 2012. Locally, need varies with two colleges in the northern region eliminating their programs. However, those colleges who reported plans to continue their programs indicated that enrollments were steady or increasing since the last review period; completions and placements remain high as well.

Program Cost: Most colleges indicate their programs in occupational therapy assisting are cost-effective. Sharing resources, such as classrooms and laboratory space, as well as utilizing adjunct faculty helps keep unit cost figures lower than the average for all career and technical programs. Several colleges noted recent revisions to their curriculum and the update of facilities and some equipment contributed to higher unit costs for their programs.

Program Quality: Colleges reported several common quality indicators of their occupational therapy assisting programs including highly qualified and knowledgeable faculty, low faculty to student ratio, updated facilities and curriculum, program accreditation and an active and supportive advisory committee. A few common weaknesses reported by the colleges include a lack of clinical sites to accommodate their enrollments, and budgetary constraints that often limit students entering into the program and limit making curricular revisions/upgrades to equipment and supplies.

Lincoln Land Community College continues to boast a 100 percent pass rate on the NBCOT national certification exam since their first graduating class in 1999. And, **John A. Logan College** reported recently earning full accreditation from the Accreditation Council for Occupational Therapy Education (ACOTE).

Physical Therapy Assisting

Programs that prepare individuals to support physical therapists by providing assistance in the development of exercise, massage, and other patient treatments geared towards the patient’s specific rehabilitative needs, assisting during the administering of treatment, monitoring, keeping patient health records, and reporting back the patient’s progress.

Number of Colleges Offering Training	8
2005 Follow-up respondents employed or continuing education	93%
2005 Follow-up respondents working full-time	76%
2005 Follow-up respondents working in related jobs	67%

Results of This Year’s Program Review:

Eight colleges currently offer programs in Physical Therapy Assisting. All colleges reporting indicated plans to continue their programs with minor improvements.

Program Need: Demand for “physical therapy assistants” is projected to increase nearly three times faster than the demand for all occupations statewide through the year 2012, according to the Illinois Department of Employment Security. Furthermore, local demand has also been on the rise over the last five years. Enrollments at all of the colleges reporting have continued to increase steadily since the last review period. Most colleges report that retention is high in this program and completion data are supportive. Locally the need for physical therapy services vary among regions of the state, however more and more health services are utilizing PTAs, thus fueling the demand for more trained individuals.

Program Cost: Generally colleges reported this program being cost-effective. The programs in operation currently have been up and running for several years, so new and expensive start-up costs for equipment and supplies have not been an issue. Most indicate sharing resources, such as classrooms and laboratory space, with other allied health programs. For most colleges reporting, unit costs average slightly below the statewide figure for all career and technical programs.

Program Quality: All colleges reporting indicated following the guidelines established by the American Physical Therapy Association (APTA) for physical therapy assisting curriculum. Common strengths of their programs as identified by the colleges include a highly knowledgeable and qualified faculty, state of the art facilities and equipment, active advisory committee members and low faculty to student ratios. Several common weaknesses identified include lack of adequate lab space and a lack of clinical sites within a reasonable traveling distance for students.

Oakton Community College reported several major revisions to its physical therapy assistant program since the last review cycle, including revising the clinical rotation schedule to allow students to spend more time with patients, and the addition of coursework in aging and neuroanatomy.

Physician Assisting

Programs that prepare individuals to manage the treatment of patients in consultation with a physician, including patient interviewing and history-taking, counseling, administering of medication, prescribing routine drugs, preparing medical reports, and providing medical referrals to medical specialists.

Number of Colleges Offering Training	1
2005 Follow-up respondents employed or continuing education	83%
2005 Follow-up respondents working full-time	83%
2005 Follow-up respondents working in related jobs	100%

Results of This Year’s Program Review:

Currently one college, **Malcolm X College**, offers a program in Physician Assisting. The college plans to continue its program with minor improvements.

Program Need: The Illinois Department of Employment Security indicates that the employment of “physician assistants” is expected to increase over three times the rate of employment for all occupations in Illinois through 2012. Physician Assistants are generally in high demand in a variety

of allied health settings because while they are required to consult with a directing physician, PA's can perform duties beyond those of nursing staff, from examining and treating patients to ordering and interpreting lab tests to prescribing medication. Locally, **Malcolm X College** continues to see steady enrollment and completion in the program. Furthermore, follow-up study data indicate that over 90 percent of graduates are working full-time in related employment.

Program Cost: **Malcolm X College** indicated that the program is cost-effective. Unit costs have remained about the same over the last five years. Without other programs in the community college system it is impossible to make a statewide unit cost comparison. The college has received grant funding from several local sources and adjusts student fees as necessary to cover equipment update needs.

Program Quality: **Malcolm X College** indicates entry into the program is competitive and the curriculum itself is very intense. The college partners with John H. Stroger Hospital of Cook County which provides ample advisory committee support as well as program faculty and clinical opportunities for students. Since the last review period the college partnered with St. Francis University in Lorreto, PA to provide articulation opportunities for students interested in pursuing education beyond their associate degree. The college maintains accreditation through the American Academy of Physician Assistants.

Several weaknesses identified by the college include a lack of marketing for the program and the need for additional lab and desk space for first-year students.

Alcohol/Drug Abuse Counseling

Programs that prepare individuals for counseling people with drug addictions and their family members, including diagnosis of addictions; patient education; therapeutic intervention and outreach; record-keeping of counseling sessions and progress reports; and serving as a liaison with community health, social services, law enforcement, and legal service agencies.

Number of Colleges Offering Training	15
2005 Follow-up respondents employed or continuing education	84%
2005 Follow-up respondents working full-time	57%
2005 Follow-up respondents working in related jobs	65%

Results of This Year's Program Review:

Six colleges reported on their programs in Drug and Alcohol Counseling. All colleges indicated plans to continue their programs with minor improvements.

Program Need: All colleges reporting indicated a strong need for this program within their districts. Enrollments have been increasing, completions remain steady and job placement rates have been strong over the last five years. Statewide, employment of "substance abuse counselors" is expected to increase by 17.48 percent, much faster than the expected growth for all occupations through 2012, according to the Illinois Department of Employment Security.

Program Cost: All colleges indicated their programs were cost-effective. Because programs in this area often share resources such as faculty and classrooms with other programs, they are inexpensive

to operate. High enrollments also contribute to the cost-effectiveness of the programs. Most colleges reported unit cost for their programs the same as the statewide average.

Program Quality: Common strengths of drug and alcohol counseling programs as identified by the colleges include knowledgeable and experienced faculty and community support. Weaknesses identified by the colleges were lack of marketing efforts by the college and low entry-level salaries for graduates. Quality improvements to these programs since the last review period include expansion of internship opportunities, flexible scheduling options and increased involvement by community service providers in curriculum revision and course development. **Moraine Valley Community College** indicates its program has maintained its accreditation through the Illinois Alcohol and Other Drug Professional Certification Association. The college participates in bi-annual meetings of this board and hosts annual meetings with representatives of the IAODPCA to provide current information to students on certification issues.

Psychiatric/Mental Health Services Technology

Programs that prepare individuals for assisting in the counseling and treatment of people with psychological disorders covering a wide range of mental health issues, including substance abuse, suicide, eating disorders, stress management, and self-esteem.

Number of Colleges Offering Training	11
2005 Follow-up respondents employed or continuing education	67%
2005 Follow-up respondents working full-time	67%
2005 Follow-up respondents working in related jobs	50%

Results of This Year's Program Review:

Eight colleges reported plans to continue their programs in Psychiatric Rehabilitation and three colleges discontinued their programs.

Program Need: The majority of the colleges reporting indicated a strong need for their programs locally. Enrollments at these institutions were increasing or at least have remained steady since the last review period. Completions were also reported as constant and placements have been good as well. Several of these colleges indicated that their high placement rates were due to the connection students were making with local employers during their internship experiences. Other colleges reported discontinuing their programs due to decreased enrollments and lack of jobs available within the district. Statewide, the employment of "psychiatric aides and mental health counselors" is not expected to show much growth through 2012 according to the Illinois Department of Employment Security.

Program Cost: Colleges that reported plans to continue their programs indicated cost-effectiveness due to strong enrollments, sharing resources and utilizing adjunct faculty. These colleges also indicated unit cost about the same as the state average for this program area.

Program Quality: Strengths of psychiatric and mental health technology programs as reported by the colleges include knowledgeable and credentialed faculty, small class size, flexible scheduling options, expansion of internship opportunities due to strong community support. Weaknesses of these programs include lack of marketing, need for curricular revisions, and an overall decrease in

enrollment. Quality improvements highlighted by the colleges include **Wilbur Wright College's** attainment of a waiver to Rule 32 allowing their graduates to have Mental Health Professional Status (MHP) through the Department of Human Services with two years of work experience rather than the previously required five years experience. **South Suburban College** plans to make curricular changes that will allow for better articulation of this program with baccalaureate institutions.

Developmental Disability Aide

Programs that prepare individuals for assisting therapists, nurses, lab technicians and other allied health personnel develop realistic goals, in life and work, for persons with disabilities.

Number of Colleges Offering Training	1
2005 Follow-up respondents employed or continuing education	100%
2005 Follow-up respondents working full-time	67%
2005 Follow-up respondents working in related jobs	100%

Results of This Year's Program Review:

Only one community college is offering a program for Development Disability Aides this fiscal year. **McHenry County College** reported plans to discontinue its program in this area due to lack of enrollments and labor market need within the district.

Pharmacy Technology

Programs that prepare individuals to support pharmacists by providing assistance during patient consultation, counter dispensing operations, prescription preparation, keeping patient medical records information, and other clerical or clinical duties as assigned.

Number of Colleges Offering Training	9
2005 Follow-up respondents employed or continuing education	84%
2005 Follow-up respondents working full-time	59%
2005 Follow-up respondents working in related jobs	58%

Results of This Year's Program Review:

Nine (9) colleges currently offer programs in Pharmacy Technology. Eight (8) colleges reported plans to continue their programs with minor improvements, and one (1) college placed its program on inactive status due to low enrollments.

Program Need: Employment of "pharmacy technicians" is expected to increase at a rate much faster than the employment for all occupations statewide through 2012, according to the Illinois Department of Employment Security. Locally, all but one of the colleges reporting indicated a strong demand for their training programs. Increases in enrollments and completions of pharmacy technology programs have increased steadily over the past five years. Placements continue to remain high as many students secure employment while still completing their coursework. Several colleges indicated including a work-based learning opportunity in their certificate curriculum which often lead to employment following the student's completion of the program.

Program Cost: Generally colleges reported this program being cost-effective. Factors contributing to a lower than average unit cost compared to other related health programs include utilizing only one full-time faculty/program coordinator and several adjunct faculty, utilizing low-cost alternatives to real medications, and accepting donated lab supplies from local business. Several colleges reported the cost of sterile lab equipment and supplies increased unit cost, but overall the programs continue to remain cost-effective.

Program Quality: Colleges reported many quality indicators for their pharmacy technology programs, including highly skilled and knowledgeable faculty/coordinators, excellent partnerships and affiliations with local and major pharmaceutical retailers, and curriculum modeled after the Pharmacy Technician Certification Board (PTCB) guidelines for licensure. One weakness identified by the colleges was a lack of time to include required work-based learning in flexible format scheduling. **South Suburban College** reports that its pharmacy technician program achieved American Society of Health Systems Pharmacists (ASHP) accreditation.

Biological and Chemical Technology

Programs that prepare individuals to support biologists, chemists, and related scientists in laboratory experiments, testing, manufacturing, and industrial settings and educational studies.

Number of Colleges Offering Training	3
2005 Follow-up respondents employed or continuing education	100%
2005 Follow-up respondents working full-time	75%
2005 Follow-up respondents working in related jobs	N/A

Results of This Year's Program Review:

Combined there are three colleges that offer programs in Biological and/or Chemical Technology. Two colleges reported plans to continue their programs in Biological and Chemical Technology with minor improvements and one college reported discontinuing its programs in chemical process technology.

Program Need: Colleges reporting plans to continue their programs in this area indicated that while enrollments were small, they remained steady and slightly increased over the last five years. Completion rates were high, given the very small number of students in each program, as were placement rates. This was primarily due to their local connection with employers and placing students in related internships. Locally, colleges reported the labor market demand for workers with skills in bio-technology to be very high. Similarly, the Illinois Department of Employment Security projects employment demand for "biological technicians" to grow at a rate over twice that of the statewide average for all occupations through 2012. In contrast, the need for "chemical technicians" is expected to slightly decrease over the next six year period in Illinois. Locally, colleges have experienced this decrease in demand which, in turn, has lead to programs in this field being eliminated.

Program Cost: Colleges report that, although these programs require significant amounts of laboratory time and equipment to operate, most are able to share materials and space with other related science programs, thus keeping unit cost low.

Program Quality: Strengths of biological and chemical technology programs included knowledgeable faculty, strong advisory committees, use of up-to-date technology and equipment in the labs, and low cost in comparison with related programs offered at neighboring baccalaureate institutions. Areas of weakness include lack of local job market, need for curricular revisions, and the need for updated technology. These are also the primary reasons why one college reported discontinuing its programs in chemical process technology. Quality improvements cited by the colleges over the last five years included **Harry S Truman College's** development of two new courses in bioinformatics and instrumentation, and the redesign of the curriculum to better articulate with the bioengineering program at the University of Illinois at Chicago.

Nuclear Power Technology

Programs that prepare individuals to support operating engineers and/or related scientists that operate nuclear reactors, including the handling, processing, and disposal of nuclear materials.

Number of Colleges Offering Training	1
2005 Follow-up respondents employed or continuing education	N/A
2005 Follow-up respondents working full-time	N/A
2005 Follow-up respondents working in related jobs	N/A

Results of This Year's Program Review:

One community college offers a program in Nuclear Technology. **Joliet Junior College** reported plans to continue its program with minor improvements.

Program Need: Statewide and local labor market information indicates a decrease in the need for nuclear technology workers, however based on information provided by the college, local demand for this program remains strong. Enrollments, while small, have remained steady over the past five years, as have completions.

Program Cost: The college indicates this program is cost-effective. Unit cost figures are below the college average for all programs and below the statewide average for all career and technical programs.

Program Quality: Graduates of **Joliet Junior College's** nuclear technology programs have achieved a 100 percent pass rate on the Nuclear Regulatory Commission Operator License exam. Additional strengths identified by the college include knowledgeable and experienced faculty, small class sizes, and an active advisory committee. JJC continues to meet or exceed the security measures mandated by the U.S. Nuclear Regulatory Commission for nuclear plants. Areas of improvement include retention of students and marketing the program. JJC plans to continue working with Exelon Corporation to recruit students and promote local job opportunities.

Masonry/Tilesetting and Carpentry

Programs that prepare individuals for careers as masons/tiles setters or carpenters. Duties of a mason include laying and setting brick, concrete block, hard tile, and marble in industrial, commercial, and residential construction. Carpenters lay out, build, and repair wooden structures and fixtures in industrial, commercial, and residential construction.

Number of Colleges Offering Training	10
2005 Follow-up respondents employed or continuing education	100%
2005 Follow-up respondents working full-time	83%
2005 Follow-up respondents working in related jobs	N/A

Results of this Year's Program Review: Combined there are ten colleges offering programs in Carpentry and/or Masonry. Of those colleges, eight indicated plans to continue their programs, one plans to discontinue its program, and one scheduled its program for further review in the coming year.

Program Need: According to the Illinois Department of Employment Security (IDES), employment projections predict a higher than average growth at 12.25 percent for Brickmasons/Blockmasons/Stonemasons and a higher than average growth at 11.53 percent for Carpenters through the year 2012. Of the two masonry programs that were reviewed, one will be discontinued because there were no certificate completers since the last program review in 2001 due to a regional bricklayer training center located just outside the district that serves potential students. The other masonry program will be continued with minor improvements. In carpentry, one college reported that the program was very new and was scheduled for further review in the coming year. The remaining colleges reported that the program would be continued with minor improvements.

Program Cost: Reports of the cost-effectiveness of the programs were mixed. Both carpentry and masonry rely heavily on materials and on-site training needs that can be very expensive. Some colleges have had better results with strategies to keep the program's instructional costs lower. Adjunct instructors for these programs also helps to keep costs low.

Program Quality: Common strengths reported by the colleges included quality of instruction, quality of facilities and equipment, an excellent curriculum, community cooperation and a strong advisory committee. Common weaknesses included low completion numbers, insufficient funding, students solely using the local union for their training, outdated equipment, and a need for increased marketing

Specific quality improvements include **Lewis & Clark Community College's** (LCCC) increased involvement with the local labor apprentice and training program. These regular collaborative discussions between the two entities have resulted in discussions regarding the expansion of the LCCC program to an AAS degree in fiscal year 2007. **Southeastern Illinois College** has been successful in securing outside funding from a USDA grant to start the program, as well as additional funding through an Illinois Housing Development Authority grant to build a house to meet certain accessibility standards. The house was built by students through a partnership with SIC's

Foundation and has provided a wealth of hands-on training opportunities. The house serves as an investment project for the Foundation and will be sold by sealed bid after completion.

Enterprise Management and Operations

Programs that prepare individuals to perform development, marketing, and management functions associated with owning and operating a business.

Number of Colleges Offering Training	15
2005 Follow-up respondents employed or continuing education	77%
2005 Follow-up respondents working full-time	64%
2005 Follow-up respondents working in related jobs	100%

Results of This Year's Program Review:

Currently there are 15 colleges offering programs in Enterprise Management. Eleven colleges indicated plans to continue their programs with minor improvements, one plans to significantly modify its offerings, one indicated scheduling its program for further review, and two colleges discontinued their programs.

Program Need: According to the Illinois Department of Employment Security (IDES), statewide employment in the area of Enterprise Management and Operations is expected to increase through the year 2012. Specifically, employment projections predict a higher than average growth at 12.18 percent for Chief Executives and at 12.43 percent for General and Operations Managers. Projected growth for Administrative Services Managers is even higher at 14.17 percent. Two colleges reported that their programs were discontinued or are being discontinued in the next year, one noted that the program would be significantly modified and two others reported that the programs were scheduled for further review in the coming year. All of the colleges reported that there was a continued need for the programs and they plan to continue them with minor improvements. A common theme for most programs is that while enrollments were solid, there were few completers. This seemed to suggest that students who are taking courses are only interested in receiving the information from classes and there may not be an incentive to finish an entire program.

Program Cost: All colleges reported that the program was cost-effective, citing instructional costs that are below or near the state average unit costs or their peers. Many of the colleges employ actual business owners as adjunct instructors for these programs, or at least have a good mix of full-time and adjunct instructors which helps to keep costs low. Also, most courses are lecture only, with no unique software, materials or lab settings. Some colleges reported an inability to separate the unit cost specific to this program, as it existed as a portion of the entire business program.

Program Quality: Common strengths reported by the colleges included low costs, steady or growing enrollments, faculty/student ratio, quality of instruction, and flexibility of content delivery. Common weaknesses included low completion numbers, a lack of online options, a need for increased marketing efforts, and a need for full-time faculty. **Triton College** reported that there was strong competition from low-cost providers. Almost all Chambers of Commerce and the Small Business Association offer courses and seminars related to starting a small business. Also, SCORE (Service Corps of Retired Executives), a not-for-profit organization, offers low-cost courses throughout the state.

Specific quality improvements include **Kaskaskia College's** planned development of an Entrepreneurial Success Center to assist development of new small businesses, as well as a website to share knowledge and information about small business management.

Hospitality, Hotel/Motel and Restaurant Management

Programs that prepare individuals to manage operations and facilities that cater to the traveling public, including hotel and lodging facilities, food services, travel and tourism operations, and recreation facilities. Includes purchasing, storage and control of inventory, facilities design and service planning, hospitality regulations, facilities and event promotion, and financial management.

Number of Colleges Offering Training	12
2005 Follow-up respondents employed or continuing education	91%
2005 Follow-up respondents working full-time	73%
2005 Follow-up respondents working in related jobs	80%

Results of This Year's Program Review:

Currently there are 12 colleges offering programs in Hospitality and/or Hotel/Motel and Restaurant Management. Nine colleges reported plans to continue their programs with minor improvements, one plans to significantly modify its program, one scheduled its program for further review and one discontinued its program.

Program Need: According to the Illinois Department of Employment Security (IDES), employment projections predict an almost exact average growth at 9.76 percent for Food Service Managers and Lodging Managers through the year 2012. Colleges report different programs that include travel agent, hotel management, meeting planner, restaurant management, and travel and tourism. Across this spectrum, two were significantly modified, one was discontinued, two were scheduled for further review in the coming year, and the remainder were continued with minor improvements. Assessments of need varied widely as did the reasons attributed to reported successes or difficulties of the respective programs. However, it did appear that colleges reporting the greatest need were those located in suburban Chicago areas.

Program Cost: In congruence to the varied reported statements of need for these programs, the levels of cost-effectiveness reported by the colleges were also mixed. A slight majority of the colleges did report that their programs were cost-effective when compared with the rest of the college as well as the average state instructional unit cost. The main reason for the differences between colleges appeared to whether instruction was done primarily by adjunct or full-time faculty.

Program Quality: Common strengths reported by the colleges included quality instruction by faculty with real world experience, flexibility and variety of program offerings, support of local business partners, work based learning that occurs in actual on-the-job situations in many cases, and high internship/job placement rates. Weaknesses include the need for increased recruitment and marketing efforts, stronger advisory committees, better lab settings, enhanced computer simulations and other materials, better relationships with potential employers, online course options when applicable.

Specific quality improvements include an overall need for increased and more effective marketing efforts to recruit students and provide updated lab settings that will directly reflect students' future job environments. **Moraine Valley Community College's** (MVCC) meeting planner program has worked with professional associations such as the Professional Convention Management Association (PCMA) and the Meeting Professionals International (MPI) in an effort to increase the exposure of the program at MVCC. This is in addition to hosting outreach seminars and preparing news releases in an effort to leverage marketing opportunities in the region. **Triton College** has initiated a Guest Lecture/Chef Series with area professionals providing insight to the industry and also started "Gourmet to Go", where students prepare ready to cook meals for sale to students and faculty.

Human Resource Management

Programs that prepare individuals for planning and administering personnel policies that attract and retain employees in an organization, including recruiting, interviewing and hiring job applicants, counseling employees, planning wage and salary scales, developing job descriptions and classifications, and benefits management.

Number of Colleges Offering Training	6
2005 Follow-up respondents employed or continuing education	95%
2005 Follow-up respondents working full-time	86%
2005 Follow-up respondents working in related jobs	60%

Results of This Year's Program Review:

Currently there are six colleges offering programs in Human Resource Management. Five colleges indicated continuing their programs with minor improvements, and one college scheduled its program for further review during the coming year.

Program Need: According to the Illinois Department of Employment Security (IDES), employment projections predict a slightly higher than average growth at 13.26 percent for Human Resource Managers through the year 2012. Almost all of the reporting colleges recommend that the programs continue with minor improvements, with one citing a lack of success in obtaining students and graduates as reason to schedule the program for further review in the coming year. The other colleges report either steady or growing enrollments.

Program Cost: The levels of cost-effectiveness reported by the colleges were mixed. The main reason for the differences between colleges appeared to be due to whether instruction was done primarily by adjunct or full-time faculty.

Program Quality: Common strengths reported by the colleges included quality of faculty instruction, specifically pointing to faculty who have extensive professional work experience in the business world. Another strength reported by colleges was making alterations in class scheduling in order to more effectively manage unit costs while still maintaining the quality of learning by the students. In addition, colleges reported that follow-up surveys of their program graduates indicated high levels of success in finding employment and satisfaction with the preparation they received in the program. Weaknesses include the need to increase recruitment of students into the program, a need to investigate implementation of online options for the program, and specific regional problems for career opportunities due to a loss of major manufacturers in the district.

Specific quality improvements mentioned by several colleges include review of all aspects of the program including curriculum, marketing, and scheduling by advisory committee members in an effort to increase enrollment and retention in the program. **Triton College** will be adding training and development certificates or other short term certificates in an effort to increase completers within the program.

International Business, Business Marketing/Marketing Management

Programs that prepare individuals for a broad base of business leadership positions. These generally include management opportunities with international business firms and/or import and export sales, as well as positions that oversee the development of product audiences and moving products from producers to consumers. Skills include market research and demand analysis, consumer interest surveying, cost-benefit analysis, foreign operations, international marketing, and public relations.

Number of Colleges Offering Training	7
2005 Follow-up respondents employed or continuing education	80%
2005 Follow-up respondents working full-time	80%
2005 Follow-up respondents working in related jobs	100%

Results of This Year's Program Review: Combined there are seven colleges offering programs in International Business and Marketing Management. Of those, four reported plans to continue their programs with minor improvements and one indicated plans to discontinue its program in International Business.

Program Need: According to the Illinois Department of Employment Security (IDES), employment projections predict a much higher than average growth at 20.07 percent for Advertising, Marketing, Public Relations and Sales Managers through the year 2012. Two of the colleges reporting in this program title are international business programs, two are marketing management programs and three are e-commerce certificates. Almost all of the reporting colleges recommend that the programs continue with minor improvements. One college cited steadily decreasing enrollment as reason to eliminate its international business program. Both of the marketing management programs have been recently re-classified and were unable to provide much supportive data, but felt strongly that there was a need for the program. In the case of e-commerce, it is a relatively new program that also lacks a wealth of supportive data, but does show healthy enrollment figures thus far.

Program Cost: A majority of colleges reported that the programs are cost-effective. Colleges refer to instructional costs that are below or near the state average unit costs. The sole college reporting significantly higher than average unit cost for its program notes that the program is still in the early phases and is maintained by one full-time faculty member. It is expected that as enrollments rise, the unit costs will decrease significantly.

Program Quality: Common strengths reported by the colleges included quality of faculty instruction, use of current software and technology, and flexibility of course offerings. Weaknesses

include the need to increase retention and assessment efforts, lack of applied learning situations, and informed target marketing efforts.

Specific quality improvements include **Illinois Central College's** (ICC) review of all the E-commerce certificate course syllabi and realignment of course content to match the curriculum outlined by the World Organization of Webmasters. ICC also proposes offering one of the E-commerce introductory courses as a dual credit course, to support the recruitment of high school graduates into the program. **McHenry County College** has received a multitude of free publicity about its international business program through local newspaper articles highlighting the McHenry International Networking Group and interviews about The Business Simulation and visiting faculty exchange partners. **McHenry's** entire certificate is also available for online completion.

Real Estate Sales

Programs that prepare individuals to develop, buy, sell, appraise, and manage real property, including land use development, real estate law, marketing procedures, and brokerage.

Number of Colleges Offering Training	15
2005 Follow-up respondents employed or continuing education	88%
2005 Follow-up respondents working full-time	69%
2005 Follow-up respondents working in related jobs	52%

Results of This Year's Program Review:

Currently there are 15 colleges offering training in Real Estate Sales. Twelve colleges indicated plans to continue their programs with minor improvements, one college indicated it would significantly modify the program and two colleges indicated plans to discontinue their programs.

Program Need: According to the Illinois Department of Employment Security (IDES), employment projections predict a higher than average growth at 12.18 percent for Real Estate Brokers and at 11.53 percent for Real Estate Sales Agents through the year 2012. In all but two cases, colleges reported that there was a continued need for the real estate programs and would continue them with minor improvements. These colleges point to a continued steady increase in enrollments. The other two colleges indicated that their programs had been listed as inactive and anticipate withdrawing them in the near future.

Program Cost: All colleges reported that the program is very cost-effective. Colleges refer to instructional costs that are below or near the state average unit costs. Many of the colleges employ real estate professionals as adjunct instructors for these programs, keeping the costs lower than would be for full-time instructors. Also, most courses are lecture only, keeping a low overhead for materials.

Program Quality: Common strengths reported by the colleges included the limited costs, high enrollments, quality of instruction by practicing real estate professionals, and a flexible schedule of classes in a variety of styles. A major weakness reported by a vast majority of colleges was the low number of program completers. Colleges refer to the fact that students need only complete one course in order to be eligible to take the state licensure exam for sales and, thus gain employment.

Other commonly reported weaknesses were no full-time faculty and the need for a better procedure to track students moving through the program and into employment.

Specific quality improvements include **Waubensee Community College**'s development of online courses providing even more flexible scheduling for students. **Kishwaukee College** reported having an active advisory committee composed of Real Estate professionals that provide input on curriculum and related Real Estate issues.

Teacher Assisting/Paraprofessional Education

Programs that prepare individuals to assist elementary and secondary teachers in the classroom by supervising children, providing clerical support activities, and by assisting in instructional activities outlined by the teacher.

Number of Colleges Offering Training	28
2005 Follow-up respondents employed or continuing education	86%
2005 Follow-up respondents working full-time	49%
2005 Follow-up respondents working in related jobs	89%

Results of This Year's Program Review:

Twenty-eight colleges offer programs in teacher assisting/paraprofessional education. Twenty-five colleges reported plans to continue their programs with minor improvements and three colleges indicated plans to discontinue their programs.

Program Need: Since the last review of teacher assisting programs the Illinois State Board of Education and the Illinois Community College Board developed statewide model curricula for students interested in pursuing this program of study. Furthermore the model curricula, including an Associate of Applied Science Degree (A.A.S.) and a certificate program, would prepare graduates to meet requirements of the Federal No Child Left Behind (NCLB) legislation. At the start of fiscal year 2007, there were 26 colleges offering the "Paraprofessional Educator" A.A.S. statewide model curriculum. Fifteen of those colleges also offer the related certificate program.

Labor market need for "teacher assistants" is well-defined at the state and local levels. The Illinois Department of Employment Security projects an increase of 15.81 percent in the employment of teacher assistants through 2012. This growth is faster than the average growth expected for all occupations statewide during the same time frame. Locally, colleges indicate similar data trends. All of the colleges planning to continue their programs indicated labor market demand for teacher assistants in their districts. However, activity within the newly developed paraprofessional education programs varies across the state.

The majority of colleges reporting indicated steady to increasing enrollments, but three colleges indicated plans to discontinue their programs based on low to no enrollments within the last three years. Completion data indicate many students are enrolling in courses, but not completing their program(s). Colleges report that recently revised requirements by the Illinois State Board of Education for qualifying as a teacher assistant under NCLB have adversely affected completion trends in these programs. Current requirements are to have 60 hours of college credit, an associate's degree or higher or pass a state assessment exam. Colleges indicate there is little incentive for

students to complete the full program(s) once they have passed the Illinois ParaProfessional Assessment test.

Program Cost: Generally, colleges indicate that their programs in teacher assisting /paraprofessional education are cost-effective. Most reported lower than average unit costs primarily due to coursework being required in other programs, utilizing existing faculty, and little expense for instructional materials. Despite several college's reporting slightly higher than average unit cost when compared to the college's average, they feel this program is highly valued in their communities and well worth its cost.

Program Quality: Strengths identified by the colleges for this program include highly qualified and knowledgeable full- and part-time faculty, a statewide model curriculum that allows for better articulation at the baccalaureate level if appropriate, and a curriculum that meets the requirements for state credentialing. One weakness, although not of the curricula itself, relates to the availability of alternative certification methods for achieving the required qualified credential.

Several colleges indicated their programs were too new to report on any significant improvements or innovations, however, others provided information on numerous noteworthy features in their programs. Such improvements included expanded marketing of the program(s) to high school students, enhancing classrooms with SMART classroom technology, continuing to develop new and refine existing program assessment methods, increasing offerings in languages other than English, and partnering with local school districts to provide professional development opportunities for existing paraprofessionals.

Child Care and Guidance Workers and Managers

Programs that prepare individuals for providing care for infants, toddlers, and pre-school age children in daycare centers and in-home daycare settings, including planning, organizing, conducting, and monitoring meaningful play and learning activities; record-keeping; and referral procedures.

Number of Colleges Offering Training	37
2005 Follow-up respondents employed or continuing education	94%
2005 Follow-up respondents working full-time	71%
2005 Follow-up respondents working in related jobs	85%

Results of This Year's Program Review:

Thirty-seven colleges offer programs in Child Care Guidance and/or Management, also known as Early Childhood Education. All of the colleges reported plans to continue their programs in this area. Three colleges indicated plans to significantly modify or discontinue specific certificate programs within their early childhood education offerings.

Program Need: This program of study prepares students for employment under a variety of job titles, therefore labor market data consulted for the purposes of this summary include "child care workers", "preschool teachers", and "miscellaneous primary teachers". Statewide labor market data indicate average to well above average growth in the employment of these occupations through 2012, according to the Illinois Department of Employment Security. Locally, demand for early

childhood education workers is well-documented. Colleges indicate that not only is labor market data supportive of the need for continue training in this field, but also demand from local businesses for better prepared workers has increased significantly over the last five years. All colleges report a much stronger interest by local early childhood education and care providers for employees with more college-level education and training. Furthermore in 2006, Governor Rod Blagojevich passed new *Preschool for All* legislation, and as the state moves towards implementing this initiative the demand for graduates of these programs is expected to grow.

The majority of colleges indicate their enrollments have remained steady or have increased since the last review period. A few colleges indicated slight decreases in enrollments for single years within the last five due to what seemed to be natural fluctuations in the labor market. Completions remain good, particularly at the certificate level. Colleges suggested one reason for this is that students are able to find employment after completing a certificate. In addition, many students who are already employed in early childhood education utilize certificate coursework for professional development and retraining purposes. Information provided by the colleges indicates that graduates of early childhood education programs are not experiencing any difficulties in finding employment.

Program Cost: Generally, colleges reported their programs in early childhood education to be cost-effective; however, many also indicated higher than average unit cost when compared to their college unit cost average. The most common factor contributing to high unit cost in this program is faculty salaries. Many colleges indicated that program faculty had been employed at the college many years and were at the high end of their salary range. Some colleges also indicated that fluctuations in enrollments year to year have affected their five year unit cost average.

Program Quality: Early childhood education programs offered at the colleges prepare individuals for a variety of positions within this field, including child care workers, child care facility directors, preschool teachers and assistants. The range of training provided by the system is quite comprehensive. Programs are offered not only to meet public school requirements of the Illinois State Board of Education, but also to meet day care facility requirements of the Department of Child & Family Services, as well as to meet the requirements for private childcare and preschool providers. Initiatives promoted by the Illinois Network of Child Care Resource & Referral Agencies (INCCRRA) have helped to establish the need for higher quality early childhood education. Furthermore, the National Association of Education for Young Children (NAEYC) has set forth guidelines for Developmentally Appropriate Practices which have aided colleges in developing new and revising existing curricula towards higher educational standards. NAEYC currently accredits childcare facilities and recently began piloting an accreditation process for early childhood education programs. In Illinois, **City Colleges of Chicago**'s Child Development programs are part of the NAEYC pilot project.

Common strengths of early childhood education programs include a highly knowledgeable and qualified faculty, strong community interest and support, active advisory committees. Many colleges reported on the addition of new courses to their early childhood education offerings, integrating technology into their curricula, expanding observation/work-based learning requirements, expanding dual credit opportunities to high school students and increasing course articulation with baccalaureate institutions.

Common weakness of these programs as identified by the colleges include a lack of marketing, the need for more space on campus and the need for more adjunct faculty to support more flexible scheduling options for non-traditional students.

Summary of Analyses of Career and Technical Education Program Reviews and Recommendations

During fiscal year 2006, the career and technical education programs reviewed by the colleges remain strong as evidenced by information related to program need, program cost-effectiveness, and program quality. Career and technical education program review summaries for this year provided strong evidence that the colleges are utilizing their resources as effectively as possible. Colleges consistently indicated that sharing faculty, instructional space, equipment and other resources as appropriate contributed to the quality and cost-effectiveness of their programs. Common strengths identified by many of the colleges in their career and technical areas included a highly knowledgeable and qualified faculty, connections to business and industry, and active and involved advisory committees. Common weaknesses were lack of adequate instructional space, and out-of-date equipment and/or technology. One challenge identified by several colleges, specifically those with training programs leading students towards a credentialing exam, was inability to track student credential attainment. Several colleges used the ICCB Performance Enhancement Grant to supplement student tracking of credential attainment through improving their data and record-keeping systems, as well as maintenance policies and procedures.

From this year's review summaries, it is easy to see how community college career and technical education programs are affected by their local labor market. In many instances, programs continue to thrive with only minor improvements based on changes in local need. In others, colleges are being faced with reorganizing or eliminating programs that were anticipated to thrive under typical labor market conditions. As the economy continues to stall, our community colleges continue to strive towards meeting their communities' interests and needs, as well as offering new and emerging educational opportunities to students.

Summary and Conclusions

This report highlights and summarizes accountability activities and initiatives described by Illinois' 48 community colleges in their Accountability/Program Review Reports for fiscal year 2006. The reports submitted by the colleges provide evidence of the ongoing review processes that are in place to ensure that high levels of quality and productivity are achieved for programs and services that best support each college's mission. Through program review, the colleges examine targeted program areas and services to assess their ability to meet their intended purpose in a cost-effective, high-quality manner.

The Illinois Community College Board *Fiscal Year 2006 Accountability and Productivity Report* provides analyses of program reviews in **153 academic disciplines; 786 career and technical program areas; and 24 Adult Education and Family Literacy, English as a Second Language, and Developmental Education programs.** Highlights of the findings of the reports follow:

- Annual reporting of the results of program reviews is a major accountability effort by the colleges that began in 1983. The review is based on three criteria: program need, program cost, and program quality. Programs are reviewed at least once every five years.

- During fiscal year 2006, colleges reviewed a total of **153 academic disciplines, 24 adult and developmental education and English as a Second Language programs, and 786 career and technical programs.**
- Findings of the reviews of academic disciplines indicated adequate need and cost-effectiveness. Quality enhancements included expanding methods of assessment and continuing to use the results to improve instruction, applying technology to improve teaching and learning, adding ethics courses across the curriculum, and the use of portfolios to showcase student learning.
- Reviews of Adult Education and Family Literacy, English as a Second Language, and Developmental Education programs indicated that strong need for the programs continues, with particular growth noted in the need for ESL programs. Most colleges indicated these programs are cost-effective due to the use of part-time instructors and staff and large enrollments. In cases where program costs exceeded the average, colleges still considered them to be cost-effective in relation to the needs of the populations served. Commonly noted program strengths included experienced and dedicated faculty and staff, flexible class schedules and formats, multiple instructional sites, and access to student support services. Commonly noted program concerns included the need for more full-time staff and the need for additional staff to provide more intensive follow-up services for students. A common focus for quality improvements was on providing support to transition students to college-level courses and track their success.
- As a result of reviews of career and technical programs, **636 programs were continued with minor improvements, 30 programs were significantly modified, 73 programs were identified for elimination, and 47 programs were scheduled for further review during the coming year.**
- The most commonly identified strengths for career and technical programs were well-qualified faculty, active advisory committees, external accreditation (where applicable), industry and local partnerships, and placement of program completers. The most common weaknesses were low enrollments, low completions, the need to continually upgrade and/or replace curricula and equipment to keep pace with changing technologies, and the need to provide more flexible scheduling options.

Program review has been the major accountability tool by which community colleges demonstrate the quality and effectiveness of the programs and services they offer to students. However, the demand for institutional accountability for student learning outcomes has intensified at the state and national level, leading to the development of external systems to measure the performance and effectiveness of postsecondary programs and services. For example, the Department of Education, Office of Vocational and Adult Education, requires colleges to report annual progress toward meeting performance goals for career and technical programs, and the Illinois Board of Higher Education has recently implemented a system of performance indicators as part of the annual *Performance Report* as well as a requirement that all academic programs systematically assess student learning and use the results to improve programs. Program review needs to be the

mechanism that brings all of this information together for use in an evaluation of programs and services that leads to continuous improvement.

Status of Recommendations from the “Findings and Recommendations: Evaluation of the Program Review System of the Illinois Community College Board”: During the fiscal year 2005, ICCB staff along with the project consultant team (Drs. Kathleen Kelly, Ivan Lach, and Sharon Kristovich) coordinated a comprehensive review of the existing process, drafted preliminary recommendations, met with various stakeholders in program review to seek input on the draft report, and have since presented the Illinois Community College Board with final recommendations for revising the statewide program review process. These final recommendations were accepted by the Board on September 16, 2005.

During the past fiscal year, ICCB staff developed and distributed a new Program Review Manual to the field and provided technical assistance through a series of conference calls and presentations at various workshops and conferences including the Illinois Community College Career Administrators Conference (ICCCA) in November 2006. This reporting year was optional for colleges to submit using either the existing format or the revised version. Six colleges submitted their program review summaries using the revised format. Based on this information staff continue to develop sample summaries for colleges to model and will provide additional information regarding the new program review format to field as appropriate.

Conclusion. The report of *Accountability and Productivity in Illinois Community Colleges Fiscal Year 2006* provides evidence that Illinois’ comprehensive community colleges play a vital role in the state’s educational and workforce preparation. They 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. In addition, they are a valuable resource to businesses and industries and a partner in economic development in the districts they serve. The report also illustrates that the colleges are committed to continuous improvement of their programs and services. As enrollments increase and fiscal constraints continue, the colleges have implemented strategies to maintain their level of service to their districts. The content of the reports affirms that Illinois community colleges continue to play an essential role in preparing the well-educated, high-skilled citizenry the state must have to strengthen the economy and support a desirable living environment.

Appendix A

**COMMUNITY COLLEGE PROGRAM REVIEW
SUMMARY TABLES**

Illinois Community College Board Table A-1 LIST OF PROGRAMS REVIEWED BY COMMUNITY COLLEGES DURING FISCAL YEAR 2006			
College	# of Occupational Curricula Reviewed	# of Academic Disciplines Reviewed	# of Dev/Adult Education Programs Reviewed
Black Hawk	28	6	0
Chicago			
Daley	19	2	0
Kennedy-King	13	0	0
Malcolm X	6	4	0
Olive-Harvey	5	1	3
Truman	10	5	0
Washington	15	0	0
Wright	7	3	0
Danville	12	1	0
DuPage	21	6	0
Elgin	31	6	0
Harper	20	7	0
Heartland	9	5	0
Highland	18	1	0
IL Central	23	2	0
Illinois Eastern			
Frontier	4	2	0
Lincoln Trail	8	1	0
Olney	15	1	0
Wabash	15	1	0
IL Valley	16	14	0
Joliet	32	0	0
Kankakee	13	2	0
Kaskaskia	25	4	1
Kishwaukee	11	5	0
Lake County	32	7	1

Illinois Community College Board Table A-1 LIST OF PROGRAMS REVIEWED BY COMMUNITY COLLEGES DURING FISCAL YEAR 2006			
College	# of Occupational Curricula Reviewed	# of Academic Disciplines Reviewed	# of Dev/Adult Education Programs Reviewed
Lake Land	17	6	0
Lewis & Clark	8	2	0
Lincoln Land	19	7	1
Logan	10	0	2
McHenry	12	1	0
Moraine Valley	21	6	5
Morton	3	2	0
Oakton	20	3	0
Parkland	DNA	DNA	DNA
Prairie State	25	1	0
Rend Lake	16	3	0
Richland	25	1	0
Rock Valley	25	1	1
Sandburg	18	1	1
Sauk Valley	5	5	0
Shawnee	7	1	0
South Suburban	23	2	0
Southeastern	26	8	2
Southwestern	39	5	4
Spoon River	5	3	1
Triton	31	3	0
Waubonsee	21	4	1
Wood	2	2	1
TOTALS	786	153	24

DNA = Data Not Available

Illinois Community College Board
Table A-2
**SUMMARY OF FISCAL YEAR 2006 REVIEWS OF
OCCUPATIONAL PROGRAMS BY COLLEGE**

College	Number of Programs Reviewed	(1) Number Continued with Minor Improvements	(2) Number Significantly Modified	(3) Number Identified for Elimination	(4) Number Identified for Further Review
Black Hawk	28	22		4	2
Chicago					
Daley	19	10	4	5	
Kennedy-King	13	11		2	
Malcolm X	6	4		2	
Olive-Harvey	5	5			
Truman	10	5	2		3
Washington	15	9		6	
Wright	7	5		2	
Danville	12	12			
DuPage	21	19		2	
Elgin	31	28		3	
Harper	20	15			5
Heartland	9	8			1
Highland	18	14		4	
Illinois Central	23	18	1	3	1
Illinois Eastern					
Frontier	4	4			
Lincoln Trail	8	6		1	1
Olney	15	14		1	
Wabash Valley	15	13	2		
Illinois Valley	16	14	2		
Joliet	32	32			
Kankakee	13	13			
Kaskaskia	25	24		1	
Kishwaukee	11	11			
Lake County	32	22	1	3	6
Lake Land	17	17			
Lewis & Clark	8	7		1	

Illinois Community College Board
Table A-2
**SUMMARY OF FISCAL YEAR 2006 REVIEWS OF
OCCUPATIONAL PROGRAMS BY COLLEGE**

College	Number of Programs Reviewed	(1) Number Continued with Minor Improvements	(2) Number Significantly Modified	(3) Number Identified for Elimination	(4) Number Identified for Further Review
Lincoln Land	19	17	1	1	
Logan	10	10			
McHenry	12	8	3	1	
Moraine Valley	21	18		1	2
Morton	3	3			
Oakton	20	20			
Parkland					
Prairie State	25	17	5	3	
Rend Lake	16	10	1	5	
Richland	25	16	1	2	6
Rock Valley	25	21		4	
Sandburg	18	8			10
Sauk Valley	5	4	1		
Shawnee	7	7			
South Suburban	23	16		7	
Southeastern	26	21	2	3	
Southwestern	39	28		5	6
Spoon River	5	5			
Triton	31	23	4		4
Waubonsee	21	20		1	
Wood	2	2			
TOTALS	786	636	30	73	47

Illinois Community College Board Table A-3 OCCUPATIONAL PROGRAMS ELIMINATED THROUGH PROGRAM REVIEW IN FISCAL YEAR 2006		
District/College	Program Title	CIP
Black Hawk College	CAD/CAM Manufacturing Technology AAS	15.0603
	Machinist Certificate	15.0603
	Manufacturing Technology AAS	15.0603
	International Trade Certificate	52.1101
CCC-Richard J. Daley	Aviation Electronics Certificate	47.0609
	Radio Communications Certificate	47.0609
	Aviation Navigation Certificate	47.0609
	Radar and New Technologies Certificate	47.0609
	Occupational Rehabilitation Aide Certificate	51.0803
CCC-Kennedy-King	Child Development - Teacher Aide AAS	13.1501
	Child Development - Teacher Aide Cert.	13.1501
CCC-Malcolm X	Child Development Elementary Education AAS	13.1501
	Child Development Elementary Education Certificate	13.1501
CCC-Harold Washington	Hotel Motel Management AAS	52.0902
	Hotel Motel Management (Basic) Certificate	52.0902
	Hotel Motel Management (Advanced) Certificate	52.0902
	Meeting and Convention Planning AAS	52.0902
	Child Development - Special Education AAS	20.0202
	Mental Health Associate AAS	51.1502
CCC-Wilbur Wright	Teacher Assistant (Basic) Certificate	13.1501
	Teacher Assistant (Advanced) Certificate	13.1501
College of DuPage	Plastics Technician AAS	15.0607
	Plastics Technician Certificate	15.0607
	Occupational Therapy Assistant AAS	51.0806
Elgin Community College	Mold Making Certificate	15.0607
	Thermoplastics Injection Certificate	15.0607
	Psychiatric Rehabilitation Certificate	51.1501
Highland Community College	Engine Repair Certificate	47.0604
	Trans/Drv Trn/Susp/Strg and Brakes Certificate	47.0604

Illinois Community College Board Table A-3 OCCUPATIONAL PROGRAMS ELIMINATED THROUGH PROGRAM REVIEW IN FISCAL YEAR 2006		
District/College	Program Title	CIP
Highland Community College	Automotive Transmission and Air Conditioning Certificate	47.0604
	Engine Performance Certificate	47.0604
Illinois Central College	Agriculture Mechanics Certificate	1.0201
	Engine Power Technology AAS	47.0604
	Pharmacy Technician Certificate	51.0805
Kaskaskia College	Agriculture Machinery Certificate	1.0201
College of Lake County	Chemical Technology (Chem Tech Option) AAS	41.0301
	Chemical Technology (Bio-Tech Option) AAS	41.0301
	Chemical Technology Certificate	41.0301
Lewis & Clark Comm. College	Industrial Maintenance - Mechanic Certificate	47.0303
Lincoln Land Comm. College	Truck Driver Training CDL Advanced Certificate	49.0205
McHenry County College	Developmental Disability Aide Certificate	51.1504
Moraine Valley Comm. College	Materials Technology Certificate	15.0611
Oakton Community College	Psychiatric Rehabilitation Certificate	51.1502
Prairie State College	Teacher Aide Certificate	13.1501
	Special Education Aide Certificate	13.1501
	Human Services AAS	51.1501
Rend Lake College	Small Business Management Certificate	52.0703
	Mining AAS	15.0901
	Mining Certificate	15.0901
	Industrial Production AAS	15.0613
	Corrections AAS - Parole Officer Option	43.0102
	Corrections AAS - Correctional Officer/Youth Supervisor Option	43.011
Richland Community College	Early Childhood Education Certificate	20.0202
	Industrial Maintenance Certificate	47.0303
Rock Valley College	Management Certificate	52.0701
	Automated Manufacturing Technology AAS	15.0613
	Manufacturing Technology Certificate	15.0613
	Bricklayers and Cement Masons Certificate	46.0101
South Suburban College	Aviation Certificate	49.0102

Illinois Community College Board Table A-3 OCCUPATIONAL PROGRAMS ELIMINATED THROUGH PROGRAM REVIEW IN FISCAL YEAR 2006		
District/College	Program Title	CIP
South Suburban College	E-Commerce Certificate	52.0208
	Basic Electronics Certificate	15.0303
	Industrial Electronics Certificate	15.0303
	Real Estate Certificate	52.1501
	Manufacturing/Aviation/Aerospace Certificate	15.0411
	Teacher Aide - Bilingual AAS	22.0302
Southeastern Illinois College	Diesel Mechanics AAS	47.0605
	Diesel Mechanics Certificate	47.0605
	Diesel Mechanics Helper Certificate	47.0605
Southwestern Illinois College	Real Estate Marketing AAS	52.1501
	Aviation Electronics AAS	47.0604
	Aviation Electronics Certificate	47.0604
	Chemical Technology Certificate	41.0301
	Process Operations Technology Certificate	41.0301
Triton College	Psychiatric Rehabilitation Certificate	51.1502
Waubonsee Comm. College	Human Services/Juvenile and Adult Corrections Certificate	44.0701