PROGRAM REVIEW MANUAL
FISCAL YEAR 2012-2016
For Submission of College Annual Program
Review Summary Reports

ILLINOIS COMMUNITY
COLLEGE BOARD

Printed by Authority of the State of Illinois
(revised 5/27/14)

401 EAST CAPITOL AVENUE
SPRINGFIELD, IL 62701
217-785-0123
www.iccb.org

Table of Contents

INTRODUCTION

The Illinois Community College Board (ICCB) coordinates a statewide system for the review of instructional programs. The *Program Review Manual 2012-2016* provides guidelines and describes reporting methods for statewide review of instructional programs by community colleges. This manual is intended for use with program reviews submitted in years 2012 through 2016.

The purpose of Statewide Program Review is to:

1) support strategic campus-level planning and decision-making related to instructional programming and academic support services; and

2) demonstrate accountability of the community college system in maintaining locally responsive, cost-effective programs, high quality programs and services.

While mandated statewide by the Illinois Community College Act once every five years, program review is essentially a local process. Colleges are encouraged to integrate program review with campus planning and quality improvement processes that already exist. These processes may include but are not limited to strategic planning of instructional programming, development of the annual calendar, data submission and reporting, and accreditation review. The minimum required standard for conducting an acceptable review of programs is an analysis of program need, program cost-effectiveness, and program quality. Colleges may, however, develop additional local standards for the review and document the results in a way that is appropriate to broader campus planning and decision making processes.

Guidelines and schedules have been developed for reviews of four (4) major instructional program areas. Those include Academic disciplines, Career & Technical areas, Cross-disciplinary programs (i.e. general education, adult education, remedial/developmental education, vocational skills programs, and transfer functions), and Student & Academic Support Services.

Submission of a local summary report to ICCB is required by August 1st of every year. Report format and a statewide schedule of programs to be reviewed are outlined in this manual. Exceptions to the state-level schedule may be approved to accommodate campus planning cycles and are further explained later in this manual. A compilation of local reviews by major area is written every fiscal year and presented in the *Program Review Statewide Summary* report.

SECTION 1 - GUIDELINES

GENERAL GUIDELINES FOR PROGRAM REVIEW

The Program Review process is designed to complement college-level planning and decision making in addition to providing information so that ICCB can fulfill its responsibilities. Colleges will be expected to develop processes that comply with *Administrative Rules* and ethical evaluation practices. In general, college program review processes should:

- Examine systematically at a minimum the need, quality, and cost of individual instructional programs (See the attached Table 1 for additional info regarding indicators of need, cost and quality.);
- Assure that the process is well documented and that the results of the process are considered in campus planning initiatives, quality improvement efforts, and budget allocation decisions;
- Involve faculty and appropriate administrators who are directly responsible for instruction in the area as well as faculty, academic support professionals, and administrators from across the campus as appropriate;
- Employ up-to-date and relevant information including but not limited to assessment results appropriate to the unit and comparative data on enrollment, completions, and costs using the most recent audited state-level data;
- Report results and actions resulting from reviews to local board members, advisory committees, and community groups as appropriate; and
- Adhere to a minimum review cycle of once every five years for instructional programs unless otherwise approved by ICCB staff.

OVERVIEW OF PROGRAM REVIEW ELEMENTS

The following is an overview of the focus for review of each of the instructional areas described in this manual. A more detailed description of review requirements for each instructional area can be found in Sections 2 through 6.

CAREER & TECHNICAL EDUCATION (CTE) PROGRAMS

A "career & technical education program" is a curriculum designed to prepare students for employment in a specific field. This includes those leading to an Associate in Applied Science Degree (AAS) or Certificate. CTE programs will be reviewed according to a five-year schedule (see Appendix). These reviews should focus on the program's status, improvements since the last review period and improvements planned for the future.

ACADEMIC DISCIPLINES

The "academic disciplines" are the courses and sequences of courses in Written and Oral Communications, Mathematics, Physical and Life Sciences, Humanities and Fine Arts, and Social and Behavioral Sciences. Colleges are asked to submit the results of the reviews of academic programs on a five-year schedule (See Section 3). These reviews should focus on the quality of individual courses and clusters of courses, as well as how successful the discipline area as a whole is in achieving its goals.

CROSS-DISCIPLINARY INSTRUCTION

"Cross-disciplinary instruction" is curriculum that incorporates courses from two or more instructional areas. These curricula are designed to support broad goals related to a college's mission and include General education, Adult education and English as a Second Language, Remedial/developmental education, Vocational skills, and Transfer functions and programs. A five-year schedule for submission of the results of reviews is provided (See Section 4). These reviews should focus on the quality of offerings and how successful the cross-disciplinary area is as a whole in achieving its goals.

STUDENT & ACADEMIC SUPPORT SERVICES

"Student and Academic Support Services" are non-instructional activities that support instruction and include advising/counseling, financial aid, library, admissions, disability services and registrar functions. A five-year schedule for submission of the results of reviews is provided (See Section 5).

OTHER PROGRAM ACTIONS

Colleges will report annually important program changes and improvements that did not result from program review but are made as a result of campus planning and/or quality improvement. This includes, but is not limited to, addition of new programs, modification or elimination of existing programs outside of program areas under review for the current year (See Section 6).

PROGRAM REVIEW ANNUAL CALENDAR

Colleges should develop an annual calendar for program review to fit their assessment, planning or budget development cycles, providing that the review results are submitted to ICCB by **August 1st**.

Exceptions to the college's five-year schedule for instructional programs may be requested by college staff no later than July 15th for a submission due August 1st the same year. Requests for an exception to move or postpone the review of a specific program or a program area can be made to ICCB staff via email. Requests must include the Program Title, CIP, justification for the change and planned date for the alteration in schedule. Please contact Tricia Broughton, at tricia.broughton@illinois.gov to request an exception to the schedule.

PROGRAM REVIEW DATA

Colleges may use the most recent audited state-level data available from ICCB at the time they begin their annual program review process or at appropriate times in a continuous quality improvement process. Data is also available from other state agencies and private sources.

State and local labor market data, including occupational and industry employment projections and wage data, is available through the Illinois Department of Employment Security (IDES) at http://www.ides.illinois.gov. (Employers section, Labor Market Information).

Data that may be useful in reviewing your programs and summarizing your findings is also available through the ICCB website. The following reports can be found at http://www.iccb.org:

- Data & Characteristics of the Illinois Community College System
- Student Enrollment & Completions in the Illinois Community College System
- Follow-Up Study of Career & Technical Education Graduates
- Local Cost Data
- Program Review Statewide Summary

CONTACT INFORMATION

Include the name, title, phone number and email address of the college staff to contact regarding your institution's submission. This may be included as a part of your reports cover page.

SECTION 2 – CAREER AND TECHNICAL EDUCATION PROGRAM REVIEW

DEFINITION

"Career & technical education program" are curricula designed to prepare students for employment in a specific field. These programs include those leading to an Associate in Applied Science Degree (A.A.S.) or Certificate. These curricula may also be defined as those offered for credit and classified under the ICCB Administrative Code PCS 1.2.

REVIEW SCHEDULE

A comprehensive five-year schedule for the review of career and technical programs can be found in the Appendix. Questions related to this schedule or requests for exceptions to the schedule can be directed to ICCB staff. Contact Tricia Broughton at tricia.broughton@illinois.gov.

REPORTING REQUIREMENTS

The purpose of program review of CTE programs at the Community College-level is to assure their continuing quality, level of need, and cost-effectiveness. It provides an opportunity to up-date curricula to accommodate changes in the field and identify resource needs.

The reviews of CTE programs should be reported to ICCB on the appropriate template including and/or addressing the information described below. Supplemental information that may be helpful to our statewide summary report may be included at the college's discretion.

A completed template for each program/program area (one CIP and/or Action per template) is required. Each template will list the CTE programs included in the reviews for that year including the

- Program Title,
- Career Cluster, Career Pathway and Program of Study,
- Degree Type,
- 6-digit Classification of Instructional Programs (CIP) code,
- Program Action (continued with minor improvements, significantly modified, discontinued/eliminated, placed on inactive status, or scheduled for further review), and
- Improvements & Rationale for Actions

Following is a guideline for the Improvements & Rationale for Actions section of the template. These questions are only a guide for the information your college provides

however, a minimum of information that addresses the program's need, cost-effectiveness and quality is required.

- **Objectives:** What are the objectives of the program? To what extent are these objectives being achieved? How satisfied are students with their preparation for employment? How satisfied are employers in the preparation of graduates? How does this program contribute to programs in other fields?

- **Need:** How strong is the occupational demand for the program? How has demand changed in the past five years and what is the outlook for the next five years. What is the district need vs. state need?

- **Enrollment/Retention/Placement:** What are the trends in student enrollment, retention and placement? Is there an increase/decline in the last five years? What are the barriers to retention? What are placement rates with local employers?

- **Cost-effectiveness:** Is the cost of the program average compared to other similar programs at the college, considered cost-effective? Why are the costs higher or lower? What steps can be taken to offer the program more cost-effectively? Are there needs for additional resources?

- **Quality:** What are the programs strengths and weaknesses? What makes the program unique and attractive to students and employers? What are the performance rates on related credentialing exams? How does the college plan to improve the curriculum before the next review? How does this program meet the minimum criteria of a Program of Study, as mandated by the Federal Carl D. Perkins Career & Technical Education Improvement Act of 2006 (Perkins IV)?
  - Does the program incorporate & align secondary and postsecondary education elements?
  - Does the program include academic & CTE content in a coordinated, non-duplicative progression of courses?
  - Does the program offer the opportunity for secondary students to acquire postsecondary credits (dual credit)?
  - Does the program lead to an industry-recognized credential or certificate at the postsecondary level, an Associate's degree or Baccalaureate degree?

CTE PROGRAM REVIEW REPORT TEMPLATE

College Name:
District Number:

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 20XX
Include all college programs on ICCB's program review schedule for the year.

Program Identification Information

6-digit CIP XX.XXXX 1 CIP per template (i.e. 51.3801)	
Career Cluster (i.e. Health Sciences)	
Career Pathway (i.e. Therapeutic Services)	
Program of Study (i.e. Nursing)	
Community College Program Title (i.e. Associate Degree in Nursing-ADN)	**Degree Type** (03AAS, 30Cert, or 20Cert) (i.e. 03)

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action (_ONE Action per template_)
- ☐ Continued with minor improvements
- ☐ Significantly modified
- ☐ Discontinued/Eliminated
- ☐ Placed on inactive status
- ☐ Scheduled for further review
- ☐ Other, please specify:

Improvements & Rationale for Action

Summarize the college's local findings. *Address the minimum of program need, cost-effectiveness and quality. Include any additional information that supports your Action taken.* *Describe any programmatic improvements achieved since the last review period and any planned before the next period.* *Describe how this program is meets the minimum requirements of a Program of Study according to Perkins IV.*

SECTION 3 – ACADEMIC DISCIPLINE PROGRAM REVIEW

Important Changes in 2012-2016 Program Review Process

Colleges are required to maintain current articulation agreements within the last 5 years for all 1.1 transfer courses and should therefore integrate this into the 5-Year Program Review process

---

DEFINITION

 "Academic disciplines" are the courses and sequences of courses in written and oral communications, mathematics, physical and life sciences, humanities and fine arts, and social and behavioral sciences. General education, other courses designed for transfer, and remedial courses are included in the reviews as appropriate.

> *Note:* Courses designed for transfer in majors, such as business, education and engineering, may be reviewed as appropriate with related CTE programs, academic disciplines, or cross-disciplinary reviews on schedules determined by each college.

REVIEW SCHEDULE

A five-year schedule for the review of Academic Discipline Areas is provided below. This schedule groups academic disciplines according to the Illinois Articulation Initiative course classifications. Questions related to this schedule or requests for exceptions to the schedule can be directed to ICCB staff. Contact Malinda Aiello at malinda.aiello@illinois.gov.

		Academic Discipline Reviews
	Year	
1	2012	Written & Oral Communications
2	2013	Mathematics
3	2014	Physical & Life Sciences
4	2015	Humanities & Fine Arts
5	2016	Social & Behavioral Sciences

REPORTING REQUIREMENTS

The purpose of review of Academic Disciplines at the community college-level is to assure quality and achievement of learning outcomes of individual courses and clusters of courses in general education, other courses designed for transfer, and remedial/developmental instruction (written and oral communications, and mathematics) physical and life sciences, humanities and fine arts, and social and behavioral sciences.

The reviews of Academic Disciplines should be reported to ICCB on the appropriate template including and/or addressing the information described below. Supplemental information that may be helpful to our statewide summary report may be included at the college's discretion.

A completed template for each program/program area (one Academic Discipline per template) is required. Each template will list the Academic programs/course areas included in the reviews for that year including:

- A list of the Academic Discipline areas reviewed.
- A summary of the actions taken.
- A description of improvements to selected discipline area programs that resulted in exemplary improvements in quality, cost effectiveness, or responsiveness to community needs.
- A list of transfer courses within the Academic Discipline and action taken to obtain current articulation agreements.

    o Current agreements may be obtained either by requesting new signed Form 13s from universities or by printing copies of current u.select course tables. Courses that are currently approved as an IAI GECC or IAI Major course are exempt from this articulation agreement requirement.

Following is a guideline for the Improvements section of the template. These questions are only a guide for the information your college provides however, a minimum of information that addresses the program's need, cost-effectiveness and quality is required.

- **Objectives:** What are the objectives of the courses and sequences of courses (such as developmental through college-level) in the discipline? To what extent are they being achieved?

- **Need:** It is expected that there is a continuing need for courses in each of the academic disciplines, but is the array of courses offered appropriate to meet the needs of students and support academic programs?

- **Cost-effectiveness:** What steps can be taken to offer courses more cost-effectively? Are there needs for additional resources?

- **Quality:** Based on the results of assessment and other information about courses and sequences of courses in the discipline, what steps need to be taken to up-date or improve instruction?

ACADEMIC DISCIPLINE REVIEW REPORT TEMPLATE

College Name:	
District Number:	

SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 20XX

Written and Oral Communications, Mathematics, Physical and Life Sciences, Humanities and Fine Arts, Social and Behavioral Sciences

Discipline Area	(i.e. Math)

Improvements & Rationale for Action

Summarize the college's local findings.
Address the minimum of program need, cost-effectiveness and quality.
Include any additional information that supports your Action taken.
Describe any programmatic improvements achieved since the last review period and any planned before the next period.
Summarize the findings regarding articulation files and action taken to update old agreements.

SECTION 4 – CROSS-DISCIPLINARY INSTRUCTION REVIEW

DEFINITION

"Cross-disciplinary Instruction" is a curriculum or set of curricula that incorporates courses from more than one instructional area. Cross-disciplinary instruction is designed to support broad goals related to a college's mission and includes General education, Adult Education and English as a Second Language, Remedial/Developmental Education, Vocational Skills, and Transfer functions and programs.

REVIEW SCHEDULE

	Year	Cross-Disciplinary Reviews
1	2012	General Education *(all transferable)*
2	2013	Adult Education and ESL
3	2014	Remedial/Developmental Education
4	2015	Vocational Skills
5	2016	Transfer Functions and Programs including the AA, AS, AES, AFA, AAT, and the AGS degree programs

> *Note:* Courses designed for transfer in majors, such as business, education and engineering, may be reviewed as appropriate with related CTE programs, academic disciplines, or cross-disciplinary reviews on schedules determined by each college.

Questions related to this schedule or requests for exceptions to the schedule for reviewing cross-disciplinary areas can be directed to ICCB staff. Contact Tricia Broughton at tricia.broughton@illinois.gov.

REPORTING REQUIREMENTS

The purpose of review of cross-disciplinary curricula at the Community College-level is to assure that college goals are being achieved related to general education, adult education and English as a Second Language, remedial/developmental instruction, vocational skills, and transfer functions. The reviews of cross-disciplinary curricula build upon the reviews of academic disciplines and occupational programs as appropriate, and focus on the broader objectives of these instructional areas and their importance to the mission of the college.

The reviews of Cross-Disciplinary programs should be reported to ICCB on the appropriate template including and/or addressing the information described below. Supplemental information that may be helpful to our statewide summary report may be included at the college's discretion.

A completed template for each program/program area (one per template) is required. Each template will list the Cross-Disciplinary programs included in the reviews for that year including the

- Cross-Disciplinary Area Title, and
- Improvements (that resulted in exemplary improvements in quality, cost effectiveness, or responsiveness to community needs)

Following is a guideline for the Improvements & Rationale for Actions section of the template. These questions are only a guide for the information your college provides however, a minimum of information that addresses the program's need, cost-effectiveness and quality is required.

- **Objectives:** What are the objectives of the curricula? To what extent are they being achieved? How important is this program and how does it contribute to the mission of the college?

  - **General Education:** Are cooperation and communication among departments appropriate to achieving general education objectives? Are students successfully transferring general education courses and the general education curriculum to bachelor's degree institutions?

  - **Adult Education and ESL:** Are cooperation and communication among departments appropriate to achieve the college's objectives for adult education and ESL? Are students completing the program and advancing to further education? What alternative delivery methods are being used for instruction with this audience (i.e. Bridge programs, accelerated formats, flexible scheduling, etc…)?

  - **Remedial/Developmental Education:** Are cooperation and communication among departments appropriate to achieve the college's objectives for adult remedial/developmental instruction? How well are completers of remedial/developmental courses doing in related college-level courses? What alternative delivery methods are being used for instruction with this audience (i.e. Bridge programs, accelerated formats, flexible scheduling, etc…)?

Vocational Skills: What are the objectives of these offerings and how well are they being achieved? Are students successfully up-grading skills related to their employment or acquiring skills for new employment? Are vocational skills offerings appropriately integrated with other programs and services?

  - **Transfer functions and programs:** What are the trends in degree completions and transfer patterns? How satisfied are students with their transfer experiences?

- **Need:** It is expected that there is a continuing need for cross-disciplinary curricula, but are the offerings sufficient to meet the needs of students and supportive academic programs?

- **Cost-effectiveness:** What steps can be taken to offer curricula more cost-effectively? Are there needs for additional resources?

- **Quality:** Based on the results of assessment and other information about cross-disciplinary curricula, what steps need to be taken to up-date or improve instruction? To what extent is the program integrated with other instructional programs and services?

CROSS-DISCIPLINARY REVIEW REPORT TEMPLATE

College Name:	
District Number:	

SUMMARY REPORT OF REVIEW RESULTS - CROSS-DISCIPLINARY PROGRAMS REVIEWED IN ACADEMIC YEAR 20XX

General Education, Adult Education, Remedial/Developmental Education, Vocational Skills, Transfer Programs and Functions

Cross-Disciplinary Program	(i.e. Remedial/Developmental Ed)

Improvements or Rationale for Action

Summarize the college's local findings.   *Address the minimum of program need, cost-effectiveness and quality.*   *Include any additional information that supports your action taken.*   *Describe any programmatic improvements achieved since the last review period and any planned before the next period.*

SECTION 5 – STUDENT AND ACADEMIC SUPPORT SERVICES REVIEW

DEFINITION

The evaluation and review of student and academic support services is just as important as the review of instructional programs. These services contribute to academic programs and achievement of a college's mission.

It is suggested that colleges include all of their student and academic support services in their quality evaluation/continuous improvement processes and review these services to ensure that they are meeting the needs of all their students, including students in all programs, non-traditional students who commute to extension centers or who enroll in distance learning courses, and disability services. Colleges should also evaluate the quality and cost effectiveness of all their student and academic support services. To assist colleges in these reviews a Self-Assessment Tool is available on the ICCB website at www.iccb.org/programreview.html. Look under the Resources Section for the "Self-Assessment Tool".

Student and academic support services for the purposes of this review and report are defined as services that contribute to students' intellectual, cultural, emotional, and social development outside of the context of a classroom. These services include advising/counseling, financial aid, library/learning resources, tutoring/study skills/learning support services, disability services, admissions and records/registrar functions.

REVIEW SCHEDULE

The ICCB Program Review System requires each college to evaluate its student and academic service including, but not limited to those defined in this Section, at least once during each five-year cycle. A recommended schedule, as applicable, follows:

Student & Academic Support Services Reviews		
	Year	
1	2012	Admissions/Recruiting; Registration/Records
2	2013	Learning & Tutoring Centers; Career Centers/Job Placement
3	2014	Financial Aid
4	2015	Disability Services; Counseling/Advising; Library
5	2016	Business Services; Athletics; Student Activities

Questions related to this schedule or to the review of Student and Academic Support Services can be directed to ICCB staff.

REPORTING REQUIREMENTS

The ICCB Program Review requires each college to submit a brief statement of the review of the student and academic support services that the college completed during the year. This report is provided on a template designed for that purpose.

STUDENT & ACADEMIC SUPPORT SERVICES REPORT TEMPLATE

College Name:
District Number:

SUMMARY REPORT OF REVIEW RESULTS - STUDENT & ACADEMIC SUPPORT SERVICES PROGRAMS REVIEWED IN ACADEMIC YEAR 20XX

Admissions/Recruiting, Registration/Records, Learning & Tutoring Centers, Career Centers/Job Placement, Financial Aid, Disability Services, Counseling/Advising, Library, Business Services, Athletics, and Student Activities.

Student & Academic Support Services Area	(i.e. Financial Aid)

Major Findings and Improvements/Modifications to the Area

Provide a brief description of the function of the program, strengths and weaknesses, and any quality improvements or modifications made since the last review period.

SECTION 6- REPORTING PROGRAM IMPROVEMENTS AND CHANGES RESULTING FROM OTHER PLANNING AND QUALITY IMPROVEMENT PROCESSES

DEFINITION

"Program Improvements and Changes Resulting from Other Planning and Quality Improvement Processes" do not result from the ICCB Program Review System but include decisions to improve substantially, designate as inactive, or eliminate a program or to make substantial changes to an academic discipline or cross-disciplinary curriculum that was not included on the ICCB program review schedule for that year. Improvements and changes may also include actions resulting from follow-up to previous reviews.

GUIDELINES

Most colleges review programs and make major program decisions using ICCB's program review schedule. However, some colleges use continuous quality improvement processes or other planning systems that result in major program decisions being made on an annual basis. Previously, reports to ICCB were limited to a certain set of programs and the System missed program eliminations and other major program decisions made by colleges using alternative schedules.

REPORTING REQUIREMENTS

Whether colleges use the ICCB schedule or review programs more frequently, results of reviews of all CTE programs, academic disciplines, and cross-disciplinary programs conducted during the preceding academic year should be reported to ICCB as part of the annual Program Review summary report.

RESULTS FROM PRIOR PROGRAM REVIEWS REPORT TEMPLATE

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 20XX BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES

Include programs reviewed in prior years for which action was taken in the current year and/or changes resulting from planning and quality improvement initiatives. ***This report is only for programs that are not already scheduled for review and for which results are not already being reported under another template.***

Program Identification Information

6-digit CIP XX.XXXX 1 CIP per template (i.e. 46.0401)

Career Cluster (i.e. Architecture & Construction)

Career Pathway (i.e. Construction)

Program of Study (i.e. Building/Property Maintenance & Management)

Community College Program Title	Degree Type
(i.e. Building Maintenance Certificate	(03AAS, 30Cert, or 20Cert) (i.e. 20Cert)

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action
- ☐ Continued with minor improvements
- ☐ Significantly modified
- ☐ Discontinued/Eliminated
- ☐ Placed on inactive status
- ☐ Scheduled for further review
- ☐ Other, please specify:

Improvements & Rationale for Action

Summarize the college's local findings: A brief description of the improvements made since the last review or reasons for other program decisions, proposed action plan for future improvements and an estimated timeline. *Describe how this program is meets the minimum requirements of a Program of Study according to Perkins IV.*

APPENDIX

Program Review Table of Indicators for Local Evaluation				
Suggested *Quality* Indicators	**CTE Programs**	**Academic Programs**	**Student & Academic Support Services**	**ABE/ASE**
Job Placement Rates	X	X		X
Student/User Satisfaction Surveys	X	X	X	X
Licensure Examination Pass Rate	X			
Retention/Persistence	X	X	X	X
Course/Program Completion Rates	X	X	X	X
Innovative Program Components	X	X	X	X
Employer Satisfaction Surveys	X			
Transfer Rates	X	X	X	X
Transfer Performance	X	X	X	X
Articulation (Current)	X	X	X	
Faculty/Staff/Student Ratio	X	X	X	X

Suggested *Quality* Indicators	CTE Programs	Academic Programs	Student & Academic Support Services	ABE/ASE
PT/FT Faculty Ratio	X			
Number & Qualification of Faculty/Staff	X	X	X	X
Evidence of Professional Development	X	X	X	X
Faculty/Staff Evaluations	X	X	X	X
Accreditation Reports	X	X	X	X
Student Goal Achievement	X	X	X	X
Length of Time to Complete Program	X	X		
Accuracy of Information			X	
Accessibility of Information/Services			X	X
Coordination with Other Services			X	X
Ease of Utilizing Services			X	X
Analysis of User Participation			X	X
Enrollment	X	X	X	X
Availability and Variety of Services			X	X
Facilities and Equipment	X	X	X	X
Advisory Committee Input	X	X	X	X
Timeliness of Information			X	
Currency/ Relevancy/ Variety of Collections				

Program Review Table of Indicators for Local Evaluation				
Suggested *Cost* Indicators	CTE Programs	Academic Programs	Student & Academic Support Services	ABE / ASE
Unit Cost Compared to College Average	X	X		X
Unit Cost Compared to Statewide Average	X	X	X	X
Cost Per Program Completer/User	X	X	X	X
Cost Analysis	X	X	X	X
Cost/Revenue Analysis	X	X		X
Accreditation Reports	X	X	X	X

Labor Market Information
    Supply/Demand Data
    Employer Surveys
    Advisory Committee Input
    Classified-Ad Analysis
	
	X
	X
	X
	X			

Enrollment Data
    Enrollment Headcount
    Enrollment FTE
    Credit Hours Produced
	
	X
	X
	X
		
		X
		X
		X
			
			X
			X
			X
				
				X
				X
				X

Data on District Residents				X
Level of Participation or Usage Rates			X	X
Accreditation Reports	X	X	X	X

TABLE 2: ICCB 5-YEAR PROGRAM REVIEW SCHEDULE (CTE PROGRAMS)

	CIP Area	FY2012	FY2013	FY2014	FY2015	FY2016
01	Agriculture, Agriculture Operations, and Related Sciences				Ag General-0100 Ag Business-0101 Ag Production-0103 Ag Services-0105 Horticulture-0106 Animal Science-0109	Ag Mech-0102
03	Natural Resources and Conservation				Nat. Res. - 0301 Nat. Res. Mgt-0302 Forestry - 0305 Wildlife-0306	
09	Communication, Journalism, and Related Programs	Comm Studies-0901 Journalism-0904 Radio & TV – 0907 Pub. Relations/Advt-0909				
10	Communications Technologies and Support Services	Audio Vis Tech-1002 Graphic Comm-1003				
11	Computer and Information Sciences and Support Services	General-1101 Comp. Prog-1102 Data Proc-1103 Info Sci-1104 Comp Sys Analys-1105 Microcomp Aps-1106 Software/Media Aps-1108 Networking-1109 IT Admin-1110				
12	Personal and Culinary Services		Cosmetology-1204 Culinary-1205	Mortuary Sci-1203		
13	Education	Inst. Media-1305				Teacher Ed-1312 TEFL-1314 Teacher's Asst-1315
15	Engineering Technologies and Related Fields	Electrical Eng-1503 Electromech/Maint Tech-1504 Computer Eng-1512	Arch Eng-1501 Civil Eng-1502 Construction Tech-1510 CAD/CADD-1513	Quality Control-1507 Mech Eng-1508 Misc Eng-1511	Envirmnt Control-1505 Nanotechnology-1516	Indust Prod-1506 Mining/Petroleum-1509
16	Foreign languages, Literatures, and Linguistics		Sign Language-1616			
19	Family and Consumer Sciences/Human Sciences	Textiles-1909	Food / Nutrition-1905	Housing/Human Studies-1906	Gen Fam-1901 Family Studies-1904	Child Development-1907

TABLE 2: ICCB 5-YEAR PROGRAM REVIEW SCHEDULE (CTE PROGRAMS)

	CIP Area	FY2012	FY2013	FY2014	FY2015	FY2016
22.	Legal Professions and Studies	Legal Support-2203				
23	English Language and Literature/Letters		Rhet/Comp-2313 Eng Lang-2301			
25	Library Science			Lib Sci-2501 Lib Asst-2503		
31	Parks, Recreation, Leisure, and Fitness Studies			Parks/Rec/ Leisure -3101 Parks Mgt-3103 Hlth/PE/Fit-3105		
36	Leisure and Recreational Activities	Leisure Activities-3601				
41	Science Technologies					BioTech-4101 Nuclear-4102 Phy Sci-4103
43	Homeland Security, Law Enforcement, Firefighting and Protective Services	Criminal Just-4301	Fire Protect-4302 Homeland Sec-4303			
44	Public Administration and Social Service Professions					Public Admin-4404 Soc Serv-4407
46	Construction Trades	Electric & Pwr-4603	Const Mgt-4604	Plumbing-4605	Const Trades-4600 Integ Const Trades-4610	Mason, Tpsr-4601 Carpentry-4602
47	Mechanic and Repair Technologies/Technicians	Electy/Electric-4701	Prec Maint- 4704	HVACR-4702		Ind Equip-4703 Veh Repair-4706 Repair Tech-4799
48	Precision Production	Woodwork-4807		Prec Metal-4805		
49	Transportation and Materials Moving					Air Trans-4901 Ground Trans-4902 Marine Trans-4903 Railroad Tech-4904
50	Visual and Performing Arts		Fine Arts-5007 Music-5009	Design Tech-5004	Drama/Stagecrft-5005 Film/Video/Photog -5006	
51	Health Professions and Related Clinical Sciences	Heath Med Serv-5107 Massage Therapy-5135	Dental-5106 Diagnostic-5109 Dietitian-5131	Med Lab-5110 Opthal-5118	Nursing-513X Health Aides-5126 Alt Therapies-513X	Comm Disord-5102 Hlth Asst-5108 Mental Health-5115
52	Business, Management, Marketing, and Related Support Services	MIS-5212	Adm & Mgt-5202 Adm Support-5204 Const Mgt-5220	Bus, Gen-5201 Acctng-5203 Fin Mgt-5208	Hosp Mgt-5209 Insurance-5217 Spec Mktg/Merch-5219 Retail-5218	Entrep Mgt-5207 Hum Res Mgt-5210 Intl Bus-5211 Mktg Mgt-5214 Real Est-5215

ICCB Program Review Summary Report Checklist

Colleges should verify including the following items in their Annual Program Review Summary Report submitted to ICCB:

Contact Information – Cover page or letter including
- ✓ name and title of the College's official Program Review contact person
- ✓ contact person's phone number, fax number and email address
- ✓ college name, district number, and mailing address

Summary Templates – Include templates according to the ICCB 5-Year Program Review Schedule. *(Exceptions to this schedule should be requested in writing **prior to** the submission of your Annual Summary Report.)*

- ✓ Career & Tech Ed Programs

- ✓ Academic Disciplines

- ✓ Cross-Disciplinary Review

- ✓ Student & Academic Support Services Review

Results from Prior Reviews – Include a completed template for each program reviewed in a prior year (not included in this year's review cycle) for which action was taken this year and/or changes were made due to other planning and quality initiatives.

College's 5-year Program Review Schedule