

Illinois Community College Board



Program Review Manual

For Submission of College Annual Program
Review Summary Reports
Revised: June 2019

Fiscal Year 2017-2021

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Section I: General Overview

Purpose

The Illinois Community College Board (ICCB) is mandated by the Illinois Public Community College Act to coordinate a statewide program review system (see P.A. 78-669). Instructional programs are required to be reviewed once every five years by their respective community college, but more frequent and continuous reviews (e.g. annual) are encouraged. This manual offers guidance and outlines all reporting and submission requirements.

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;
2. support program improvement;
3. support the delivery of locally responsive, cost-effective, high quality programs and services across Illinois' community college system.

Authority

Under Section 2.12 of the Illinois Public Community College Act, the ICCB, designated as the "State Board" has the authority to provide statewide planning, conduct feasibility surveys, approve and disapprove programs, and discontinue programs which fail to reflect the educational needs of the district (P.A. 78-669).

Process

The Statewide Program Review process is designed to complement college-level planning and decision making, in addition to providing information that will assist the ICCB in fulfilling its statutory responsibilities. Colleges are expected to develop processes that comply with the ICCB Administrative Rules. Additionally, colleges are encouraged to integrate program review within campus planning and quality improvement processes. 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.

Guidelines, templates, and schedules have been developed to assist the colleges in reviewing four (4) major instructional program areas:

- 1) Career and Technical Education,
- 2) Academic Disciplines,
- 3) Cross-Disciplinary Instruction, and
- 4) Student and Academic Support Services.

All four areas, including all programs within each area, are to be reviewed on a five-year cycle. The schedule represents the programs and courses to be reviewed during each fiscal year. See [Section VII: Submission Documents](#) in this manual for the full schedule.

Submission of the review, using the program specific templates, to the ICCB is required by September 1st of every year. Program review summaries are reviewed by a team of ICCB staff. Additional requests for information, especially if there are inadequate or

missing sections, may be required throughout the year. Within the fiscal year, ICCB staff will contact you with specific feedback, consistent with the statutory authority of the agency.

Section II: Completing the Review

Every year, specific instructional programs and services will be reviewed in each of the four main areas consistent with the schedule detailed in Section VII: Submission Documents. The schedule is not all inclusive, particularly for CTE programs. Specific programs not listed in the schedule, should be reviewed in fiscal years with similar programs and/or CIP codes.

Templates are provided specific to each review area in [Section V: Review Instruments](#) and [Section VI: Cross-Disciplinary Review Instruments](#). These templates **must** be utilized for the college's program review submission.

- Complete a separate template for each program/course.
- Complete the template in its entirety.
- Failure to fully complete the review templates will result in the specific program review submission being rejected.
- Convoluted narrative responses are discouraged. Answer questions succinctly providing only the information requested.

Career & Technical Education (CTE) Programs

A CTE program utilizes a curriculum designed to prepare students for employment in a specific career pathway. This includes programs leading to an Associate in Applied Science (A.A.S.) Degree or Certificate. These reviews should utilize the minimum standards of need, cost and quality to comprehensively assess each program.

Academic Disciplines

The academic disciplines are the courses and sequences of courses in Communications, Mathematics, Physical and Life Sciences, Humanities and Fine Arts, and Social and Behavioral Sciences. 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.

Student & Academic Support Services

Student and Academic Support Services are non-instructional activities that support instruction and include admissions, recruiting functions, registrar functions, learning and tutoring centers, career centers and job placement, financial aid, disability services, counseling and advising, library, business services, athletics, and other student activities. It is suggested that colleges review all of their student and academic support 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

https://www.iccb.org/academic_affairs/?page_id=36

From the ICCB homepage, select the following tabs Divisions>Academic Affairs>Program Review and scroll down to the bottom of the page.

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:

- Remedial Mathematics
- Remedial English Language Arts (Reading and Communication Skills)
- Adult Education including English as a Second Language (ESL)
- Vocational Skills

These reviews should focus on the quality of offerings and how successful the cross-disciplinary area is as a whole in achieving its goals. The reviews of cross-disciplinary curricula build upon the reviews of academic disciplines and occupational programs as appropriate.

***NOTE:** Colleges are no longer required to submit reviews of General Education and Transfer functions, but should continue these reviews at the institutional level to meet accreditation and other requirements.*

Other Program Actions

Annually, colleges will report 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 and modification or elimination of existing programs outside of program areas under review for the current year.

- For programs up for review, an area is available on each template for colleges to detail any recent program actions since the last review.
- For programs reviewed in previous years, if significant modifications were made or substantial recommendations were made by ICCB staff in a prior review cycle and an update is required, provide an update using the [Prior Review Supplemental Information](#) form in [Section VI: Cross-Disciplinary Review Instruments](#).

In general, college program review processes should:

- At a minimum, systematically examine the **need**, **cost**, and **quality** of individual instructional programs;
- 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 relevant information such as assessment results appropriate to the unit, as well as comparative data on enrollments, completions, and costs using the most recent audited state-level data;

- Assure that the process is well documented and use the results to inform campus planning initiatives, quality improvement efforts, and budget allocation decisions;
- Report results and actions resulting from reviews to local boards, advisory committees, and other stakeholders as appropriate;
- Implement strategies to address deficiencies discovered during the review process; and,
- Adhere to a minimum review cycle of once every five years for instructional programs.

Additional information for each of these standards is included on the templates and will help guide colleges to successfully review a program. In addition to the templates, supplemental resources (i.e. FAQs, webinars, etc.) to assist colleges and their staff in reviewing their programs or courses are provided on the Program Review website. If college staff are seeking technical assistance, please direct all questions to programreviewsubmission@iccb.state.il.us.

Section III: Program Review Data

Each minimum standard for review will require a thorough analysis of data. Colleges are to analyze disaggregated data including course-level and demographic data to identify trends and equity gaps. Colleges may use the most recent audited state-level data available from ICCB at the time they begin their annual program review process. The aforementioned data and reports can be found at <https://www.iccb.org/data>.

State and local labor market data, including occupational and industry employment projections and wage data, is available through various resources including the Illinois Department of Employment Security (IDES) (<http://www.ides.illinois.gov>) or can be made available by local workforce innovation boards.

Other data as collected by the institution or program is encouraged to be used and should be cited appropriately.

Section IV: Submission Requirements

Annual reviews are to be completed in full and submitted to programreviewsubmission@iccb.state.il.us by September 1st of each year. All program review documents and templates should be compiled and submitted at one time. If the submission will not be collated as one document or file, which is recommended, all templates must be appropriately labeled and submitted within a zip drive. Failure to submit documents in this manner will result in the submission being rejected and will require resubmission by the college. The submission should include the following:

- A completed Program Review Cover Page;
- Completed review templates for all four areas and programs listed in the schedule for the fiscal year being reviewed; and

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- Completed “Other Program Actions” Templates based on prior review cycles, if appropriate.

The submission of extraneous information outside of what is required will not be reviewed. Each template should represent a summary of each program and all information and data should be concise. If additional information or data is needed, it will be requested by ICCB staff pending further review.

EXTENSIONS: Extensions may be granted and should be requested by August 1 of each year. An extension may not exceed two weeks following the initial deadline. Please request extensions by emailing programreviewsubmission@iccb.state.il.us.

Section V: Review Instruments

| Career & Technical Education | | | | |
|---|----------------|--------------------|------------------|---|
| College Name: | | | | |
| Academic Years Reviewed: | | | | |
| Program Identification Information | | | | |
| Program Title | Degree or Cert | Total Credit Hours | 6-Digit CIP Code | List All certificate programs that are stackable within the parent degree |
| | | | | |
| Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential. | | | | |
| Program Objectives What are the overarching objectives/goals of the program? | | | | |
| To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed? | | | | |
| Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed? | | | | |
| Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process. | | | | |
| Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process. | | | | |

CTE Program Review Analysis

Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

| | |
|--|-----------------|
| Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward. | |
| Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree. | |
| Indicator 1: Need | Response |
| 1.1 What is the labor market demand for the program? | |
| 1.2 How has demand changed in the past five years and what is the outlook for the next five years? | |
| 1.3 What labor market information sources are utilized? | |
| 1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?) | |
| 1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership? | |
| 1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain. | |

| Indicator 2: Cost Effectiveness | Response |
|---|-----------------|
| 2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: <ul style="list-style-type: none"> • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)? | |
| 2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain. | |
| 2.3 What are ways that the college will be increasing the cost-effectiveness of this program? | |
| 2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program? | |
| 2.5 Did the review of program cost result in any actions or modifications? Please explain. | |
| Indicator 3: Quality | Response |
| 3.1 What are the program's strengths? | |
| 3.2 What are the identified or potential weaknesses of the program? | |
| 3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system? | |

| | |
|--|--|
| 3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB ¹ ? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element. | |
| 3.5 Does this program meet the definition of a career pathway program ? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements. | |
| 3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about? | |
| 3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools. | |
| 3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved? | |

¹ Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

| | |
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| <p>3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).</p> | |
| <p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p> | |
| <p>3.11 Is this an apprenticeship program? If so, please elaborate.</p> | |
| <p>3.12 If applicable, please list the licensure examination pass rate.</p> | |
| <p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p> | |
| <p>3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p> | |
| <p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?</p> | |
| <p>3.16 What is the status of the current technology and equipment used for this program?</p> | |
| <p>3.17 What assessment methods are used to ensure student success?</p> | |
| <p>3.18 How are these results shared with others at the institution for continuous improvement?</p> | |
| <p>3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?</p> | |

| | |
|--|--|
| 3.20 How satisfied are students with their preparation for employment? | |
| 3.21 How is student satisfaction information collected? | |
| 3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities) | |
| 3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved? | |
| 3.24 How satisfied are employers in the preparation of the program's graduates? | |
| 3.25 How is employer satisfaction information collected? | |
| 3.26 Did the review of program quality result in any actions or modifications? Please explain. | |

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

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Performance and Equity

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available.

| | | | | | |
|---|--------|--------|--------|--------|--------|
| CTE Program | | | | | |
| CIP Code | | | | | |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Number of Students Enrolled | | | | | |
| Number of Completers | | | | | |
| Other (Please identify) | | | | | |
| How does the data support the program goals? Elaborate. | | | | | |
| What disaggregated data was reviewed? | | | | | |
| Were there gaps in the data? Please explain. | | | | | |
| What is the college doing to overcome any identifiable gaps? | | | | | |
| Are the students served in this program representative of the total student population? Please explain. | | | | | |

| | |
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| <p>Are the students served in this program representative of the district population? Please explain.</p> | |
| <p>Review Results</p> | |
| <p>Action</p> | <p><input type="checkbox"/>Continued with Minor Improvements <input type="checkbox"/>Significantly Modified <input type="checkbox"/>Placed on Inactive Status <input type="checkbox"/>Discontinued/Eliminated <input type="checkbox"/>Other (please specify)</p> |
| <p>Summary Rationale Please provide a brief rationale for the chosen action.</p> | |
| <p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p> | |
| <p>Resources Needed</p> | |
| <p>Responsibility Who is responsible for completing or implementing the modifications?</p> | |

| Academic Disciplines | |
|---|-----------------|
| College Name: | |
| Academic Years Reviewed: | |
| Discipline Area: | |
| Review Summary | |
| Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline. | |
| Program Objectives What are the objectives/goals of the discipline? | |
| To what extent are these objectives being achieved? | |
| How does this discipline contribute to other fields and the mission of the college? | |
| Prior Review Update Describe any quality improvements or modifications made since the last review period. | |
| Review Analysis | |
| Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided. | |
| Indicator 1: Need | Response |
| 1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership? | |
| 1.2 How will students be informed or recruited for this discipline? | |

| | |
|---|------------------------|
| <p>1.3 What, if any, new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period? What determined this action?</p> | |
| <p>1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?</p> | |
| <p>Indicator 2: Cost Effectiveness</p> | <p>Response</p> |
| <p>2.1 What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full- and part-time faculty are maintained for this discipline?)</p> | |
| <p>2.2 What steps can be taken to offer curricula more cost-effectively?</p> | |
| <p>2.3 Is there a need for additional resources?</p> | |
| <p>Indicator 3: Quality</p> | <p>Response</p> |
| <p>3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?</p> | |
| <p>3.2 If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how?</p> | |

| | |
|--|--|
| 3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom? | |
| 3.4 What professional development is offered for full- and/or part-time faculty in this discipline? | |
| 3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period? | |
| 3.6 How does the discipline identify and support “at-risk” students? | |
| 3.7 To what extent is the discipline integrated with other instructional programs and services? | |
| 3.8 What does the discipline or department review when developing or modifying curriculum? | |
| 3.9 When a course has low retention and/or success rates, what is the process to address these issues? | |
| 3.10 How does the college determine student success in this discipline? | |
| 3.11 Did the review of quality result in any actions or modifications? Please explain. | |
| List any barriers encountered while implementing the discipline. | |
| | |

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| Performance and Equity | | | | | |
|---|--------|--------|--------|--------|--------|
| Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available. | | | | | |
| Academic Discipline Area | | | | | |
| Course Title | | | | | |
| Course Description | | | | | |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Number of Students Enrolled | | | | | |
| Credit Hours Produced | | | | | |
| Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students | | | | | |
| IAI Status (list code) or Form 13 Status (list signature dates and institutions) | | | | | |
| How does the data support the course goals? Elaborate. | | | | | |
| What disaggregated data was reviewed? | | | | | |
| Were there identifiable gaps in the data? Please explain. | | | | | |
| Academic Course Review Results | | | | | |
| Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates. | | | | | |
| Rationale Provide a brief summary of the review findings and a rationale for any future modifications. | | | | | |
| Resources Needed | | | | | |

| | |
|---|--|
| Responsibility Who is responsible for completing or implementing the modifications? | |
|---|--|

| Student and Academic Support Services The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year. | |
|--|--|
| College Name: | |
| Academic Years Reviewed: | |
| Review Area: | |
| Program Summary Please provide a brief overview of the program or service being evaluated. | |
| Prior Review Update Describe any improvements or modifications made since the last review. | |
| What are the program/service strengths? | |
| Based on the review, what are the identified challenges of the program or service? | |
| Intended Action Steps Please identify strategies or actions steps based on the challenges listed. | |

Section VI: Cross-Disciplinary Review Instruments

| Remedial Math | |
|---|-----------------|
| College Name: | |
| Fiscal Year in Review: | |
| Review Summary | |
| Program Objectives What are the objectives or goals of the program? | |
| To what extent are these objectives or goals being achieved? | |
| How does this program contribute to other fields and the mission of the college? | |
| Prior Review Update Describe any quality improvements or modifications made since the last review period. | |
| Review Analysis | |
| Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. Review will be sent back if any of the below fields are left empty or inadequate information is provided. | |
| Indicator 1: Need | Response |
| 1.1 Detail how the offerings are sufficient and aligned to meet the needs of students across all programs served and supportive academic programs (e.g. tutoring, co-requisite, summer bridge, AE-ICAPS, foundational mathematics). | |
| Indicator 2: Cost Effectiveness | Response |
| 2.1 What are the costs associated with this program? | |
| 2.2 How is the college paying for this program and its costs (e.g. grants, etc.)? | |

| | |
|---|-----------------|
| 2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? If so, please elaborate. | |
| 2.4 Based upon this review, what steps are being taken to offer curricula more cost-effectively? | |
| 2.5 Are there needs for additional resources? If so, what are they? | |
| Indicator 3: Quality | Response |
| 3.1 How is the college working with high schools to reduce remedial needs? | |
| 3.2 What is the college doing to develop and implement co-requisite or pathway models to ensure students placing into development education finish the sequence within one academic year? | |
| 3.3 Provide a description of the remedial/developmental sequence. Colleges may attach a graphic representation. | |
| 3.4 Are there any alternative delivery methods of this program? (online, flexible-scheduling, team-teaching, accelerated, etc.)? | |
| 3.5 What innovation has been implemented or brought to this program? | |
| 3.6 To what extent is the program integrated with other instructional programs and services? | |
| 3.7 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? | |
| 3.8 How well are completers of remedial/developmental courses doing in related college-level courses? | |

| | | | | | |
|---|--------|--------|--------|--------|--------|
| 3.9 What professional development or training is offered to instructors and/or staff to ensure quality programming? | | | | | |
| List any barriers encountered while implementing the program. | | | | | |
| | | | | | |
| Data Analysis for Remedial Math Please complete for each course reviewed as part of the Remedial Math, Cross-Disciplinary Review. Provide the most recent 5 year longitudinal data available. | | | | | |
| Course Title | | | | | |
| Course Description | | | | | |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Number of Students Enrolled | | | | | |
| Credit Hours Produced | | | | | |
| Success Rate (% C or better) at the end of the course, Excluding Withdrawals and Audit students | | | | | |
| Review Results | | | | | |
| Rationale Provide a brief summary of the review findings and a rationale for any future modifications. | | | | | |
| Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates. | | | | | |

| Remedial English Language Arts (Reading and Communication Skills) | |
|---|-----------------|
| College Name: | |
| Fiscal Year in Review: | |
| Review Summary | |
| Program Objectives What are the objectives or goals of the program? | |
| To what extent are these objectives or goals being achieved? | |
| How does this program contribute to other fields and the mission of the college? | |
| Prior Review Update Describe any quality improvements or modifications made since the last review period. | |
| Review Analysis | |
| Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. Review will be sent back if any of the below fields are left empty or inadequate information is provided. | |
| Indicator 1: Need | Response |
| 1.1 Detail how the offerings are sufficient and aligned to meet the needs of students and supportive academic programs. | |
| Indicator 2: Cost Effectiveness | Response |
| 2.1 What are the costs associated with this program? | |
| 2.2 How is the college paying for this program and its costs (e.g. grants, etc.)? | |
| 2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? If so, please elaborate. | |
| 2.4 Based upon this review, what steps are being taken to offer curricula more cost-effectively? | |

| 2.5 Are there needs for additional resources? If so, what are they? | |
|---|-----------------|
| Indicator 3: Quality | Response |
| 3.1 How is the college working with high schools to reduce remedial needs? | |
| 3.2 Are there any alternative delivery methods of this program? (online, flexible-scheduling, team-teaching, accelerated, etc.)? | |
| 3.3 What innovation has been implemented or brought to this program? | |
| 3.4 To what extent is the program integrated with other instructional programs and services? | |
| 3.5 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? | |
| 3.6 How well are completers of remedial/developmental courses doing in related college-level courses | |
| 3.7 What is the college doing to develop and implement co-requisite or pathway models to ensure students placing into development education finish the sequence within one academic year? | |
| 3.8 Provide a description of the remedial/developmental sequence. Colleges may attach a graphic representation. | |
| 3.9 What professional development or training is offered to instructors and/or staff to ensure quality programming? | |
| List any barriers encountered while implementing the program. | |
| | |

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| Data Analysis for English Language Arts | | | | | |
|--|--------|--------|--------|--------|--------|
| Please complete for each course reviewed as part of the Remedial English Language Arts, Cross-Disciplinary Review. Provide the most recent 5 year longitudinal data available. | | | | | |
| Course Title | | | | | |
| Course Description | | | | | |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Number of Students Enrolled | | | | | |
| Credit Hours Produced | | | | | |
| Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students | | | | | |
| Review Results | | | | | |
| Rationale Provide a brief summary of the review findings and a rationale for any future modifications. | | | | | |
| Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates. | | | | | |

| Adult Education and English as A Second Language | |
|---|-----------------|
| College Name: | |
| Academic Years Reviewed: | |
| Review Summary | |
| Program Objectives What are the objectives or goals of the program? Please also identify goals that may vary for bridge or integrated education and training (IET) programs? | |
| To what extent are these objectives or goals being achieved? | |
| How does this program contribute to other fields and the mission of the college? | |
| How is the college working to help students transition into postsecondary education? | |
| Prior Review Update Describe any quality improvements or modifications made since the last review period. | |
| Review Analysis | |
| Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. Review will be sent back if any of the below fields are left empty or inadequate information is provided. | |
| Indicator 1: Need | Response |
| 1.1 How does the college determine need for Adult Education services and programming? | |
| 1.2 Detail how the offerings are sufficient and aligned to meet the needs of students and supportive academic programs. | |
| 1.3 How will students be informed or recruited for this program? | |

| | |
|---|-----------------|
| 1.4 Please detail past enrollment trends and anticipated enrollment numbers for the next 5 years, if applicable. | |
| Indicator 2: Cost Effectiveness | Response |
| 2.1 What are the costs associated with this program? | |
| 2.2 How is the college paying for this program and its costs (e.g. grants, etc.)? If applicable, how is the college supporting the training portion of an IET for adult education students? | |
| 2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? If so, please elaborate. | |
| 2.4 Based upon this review, what steps are being taken to offer curricula more cost-effectively? | |
| 2.5 Are there needs for additional resources? If so, what are they? | |
| Indicator 3: Quality | Response |
| 3.1 What are the program's strengths? | |
| 3.2 What are the identified or potential weaknesses of the program? | |
| 3.3 How is the college ensuring that the adult education program is using the state required Illinois Content Standards in the delivery of instruction? | |
| 3.4 How does this program fit within the definition of a career pathway program ? Please describe each applicable career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. | |

| | |
|--|--|
| <p>3.5 Are there any alternative delivery methods of this program? (online, flexible-scheduling, team-teaching, accelerated, etc.)?</p> | |
| <p>3.6 What innovation has been implemented or brought to this program?</p> | |
| <p>3.7 To what extent is the program integrated with other instructional programs and services?</p> | |
| <p>3.8 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p> | |
| <p>3.9 What professional development or training is offered to instructors and/or staff to ensure quality programming (including ICCB-sponsored activities)?</p> | |
| <p>3.10 Please provide an analysis of retention and/or completion or, performance goal achievement, for the program.</p> | |
| <p>3.11 Are students completing the program and advancing to further postsecondary education? Please explain.</p> | |
| <p>3.12 Provide the college's goals and action steps to advance postsecondary education attainment for adult education students over the next 5 years (e.g. Integrated Education and Training (IET), Bridge, technology skills, Workforce Preparation Skills, College and Career Readiness activities, etc).</p> | |
| <p>3.13 How is the college meeting established performance measures (NRS Guidelines)?</p> | |

| | |
|---|--|
| List any barriers encountered while implementing the program. | |
| | |
| Review Results | |
| Rationale Provide a brief summary of the review findings and a rationale for any future modifications. | |
| Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates. | |
| Resources Needed | |
| Responsibility Who is responsible for completing or implementing the modifications? | |

| Vocational Skills | |
|---|-----------------|
| College Name: | |
| Fiscal Year in Review: | |
| Review Summary | |
| Program Objectives What are the objectives or goals of the program? | |
| To what extent are these objectives or goals being achieved? | |
| How does this program contribute to other fields and the mission of the college? | |
| Prior Review Update Describe any quality improvements or modifications made since the last review period. | |
| Review Analysis | |
| Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. Review will be sent back if any of the below fields are left empty or inadequate information is provided. | |
| Indicator 1: Need | Response |
| 1.1 Detail how the offerings are sufficient and aligned to meet the needs of students and supportive academic programs. | |
| 1.2 How will students be informed or recruited for this program? | |
| 1.3 Please detail past enrollment trends and anticipated enrollment numbers for the next 5 years, if applicable. | |
| Indicator 2: Cost Effectiveness | Response |
| 2.1 What are the costs associated with this program? | |
| 2.2 How is the college paying for this program and its costs (e.g. grants, etc.)? | |

| | |
|--|-----------------|
| 2.3 Based upon this review, what steps are being taken to offer curricula more cost-effectively? | |
| Indicator 3: Quality | Response |
| 3.1 What are the program's strengths? | |
| 3.2 What are the identified or potential weaknesses of the program? | |
| 3.3 How does the college measure students' success in up-grading skills related to their employment or acquiring skills for new employment? | |
| 3.4 How are vocational skills offerings appropriately integrated with other programs and services? | |
| 3.5 How does the college ensure vocational courses meet the criteria outlined in the Administrative Rules? <ul style="list-style-type: none"> • Prepare for entry-level employment • Upgrade students' existing skills • Prepare students for credentialing | |
| 3.6 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? | |
| 3.7 What professional development or training is offered to instructors and/or staff to ensure quality programming? | |
| 3.8 Please provide an analysis of retention and/or completion or, performance goal achievement, for the program. | |
| List any barriers encountered while implementing the program. | |
| | |

| Review Results | |
|---|--|
| Rationale Provide a brief summary of the review findings and a rationale for any future modifications. | |
| Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates. | |
| Resources Needed | |
| Responsibility Who is responsible for completing or implementing the modifications? | |

Prior Review Supplemental Information

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

| | |
|--|--|
| College Name: | |
| Fiscal Year Reviewed: | |
| Review Area/Program or Discipline: | |
| Action | <input type="checkbox"/> Continued with minor improvement <input type="checkbox"/> Significantly modified <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Placed on inactive status <input type="checkbox"/> Scheduled for further review <input type="checkbox"/> Other, please specify: |
| Detail all major findings, improvements, or modifications resulting from the prior review. | |

Section VII: Submission Documents

ICCB Program Review Summary Report Checklist

The following should be provided in the Annual ICCB Program Review Submission:

Cover Page

Current Cycle Review Templates

- Career and Technical Education
- Academic Disciplines
- Student and Academic Support Services
- Cross-Disciplinary

Prior Review Supplemental Information Template

Other Attachments as Necessary

| Program Review Cover Page | |
|--|--------------|
| College | |
| District Number | |
| Contact Person (name, title, contact information) | |
| Fiscal Year Reviewed: | |
| Directory of Reviews Submitted | |
| Area Being Reviewed | Page Numbers |
| Career and Technical Education | |
| Academic Disciplines | |
| Student and Academic Support Services | |
| Cross-Disciplinary Instruction | |
| Prior Review Supplemental Information | |
| Other Attachments As Necessary | |

| ICCB 5-Year Program Review Schedule | | | | | |
|--|--|---|---|--|---|
| Review Area | FY2017 | FY2018 | FY2019 | FY2020 | FY2021 |
| Academic Disciplines | Communications | Mathematics | Physical and Life Sciences | Humanities and Fine Arts | Social and Behavioral Sciences |
| Student and Academic Support Services | Admissions | Learning and Tutoring Centers | Financial Aid | Disability Services | Business Services |
| | Recruiting | Career Centers and Job Placement | | Counseling and Advising | Athletics |
| | Registration and Records | | | Library | Student Activities |
| Cross-Disciplinary Instruction | | Remedial Mathematics | Remedial English Language Arts | Adult Education including ESL | Vocational Skills |
| Career and Technical Education | <u>09 Communication, Journalism, and Related Programs</u> | <u>12 Personal and Culinary Services</u> Cosmetology-1204 Culinary-1205 | <u>12 Personal and Culinary Services</u> Mortuary Sci-1203 | <u>01 Agriculture, Agriculture Operations, and Related Sciences</u> Ag General-0100 Ag Business-0101 Ag Production-0103 Ag Services-0105 Horticulture-0106 Animal Science-0109 | <u>01 Agriculture, Agriculture Operations, and Related Sciences</u> Ag Mech-0102 |
| | <u>10 Communications Technologies and Support Services</u> | <u>16 Foreign languages, Literatures, and Linguistics</u> | <u>31 Parks, Recreation, Leisure, and Fitness Studies</u> | <u>03 Natural Resources and Conservation</u> | <u>41 Science Technologies</u> |

ICCB 5-Year Program Review Schedule

| Review Area | FY2017 | FY2018 | FY2019 | FY2020 | FY2021 |
|--|--|---|---|---|--|
| Career and Technical Education continued | <u>15 Engineering Technologies and Related Fields</u> Electrical Eng-1503 Electromech/Maint Tech-1504 Computer Eng-1512 | <u>15 Engineering Technologies and Related Fields</u> Arch Eng-1501 Civil Eng-1502 Construction Tech-1510 CAD/CADD-1513 | <u>15 Engineering Technologies and Related Fields</u> Quality Control-1507 Mech Eng-1508 Misc Eng-1511 | <u>15 Engineering Technologies and Related Fields</u> Envirmnt Control-1505 Nanotechnology-1516 | <u>15 Engineering Technologies and Related Fields</u> Indust Prod-1506 Mining/Petroleum-1509 |
| | <u>19 Family and Consumer Sciences/Human Sciences</u> Textiles-1909 | <u>19 Family and Consumer Sciences/Human Sciences</u> Food / Nutrition-1905 | <u>19 Family and Consumer Sciences/Human Sciences</u> Housing/Human Studies-1906 | <u>19 Family and Consumer Sciences/Human Sciences</u> Gen Fam-1901 Family Studies-1904 | <u>19 Family and Consumer Sciences/Human Sciences</u> Child Development/Early Childhood Ed-1907 |
| | <u>46 Construction Trades</u> Electric & Pwr-4603 | <u>46 Construction Trades</u> Const Mgt-4604 | <u>46 Construction Trades</u> Plumbing-4605 | <u>46 Construction Trades</u> Const Trades-4600 Integ Const Trades-4610 | <u>46 Construction Trades</u> Mason, Tpsr-4601 Carpentry-4602 |
| | <u>47 Mechanic and Repair Technologies/Technicians</u> Electy/Electric-4701 | <u>47 Mechanic and Repair Technologies/Technicians</u> Prec Maint- 4704 | <u>47 Mechanic and Repair Technologies/Technicians</u> HVACR-4702 | | <u>47 Mechanic and Repair Technologies/Technicians</u> Ind Equip-4703 Veh Repair-4706 Repair Tech-4799 |
| | <u>51 Health Professions and Related Clinical Sciences</u> Heath Med Serv-5107 Massage Therapy-5135 | <u>51 Health Professions and Related Clinical Sciences</u> Dental-5106 Diagnostic-5109 Dietitian-5131 | <u>51 Health Professions and Related Clinical Sciences</u> Med Lab-5110 Ophthal-5118 | <u>51 Health Professions and Related Clinical Sciences</u> Nursing-513X Health Aides-5126 Alt Therapies-513X | <u>51 Health Professions and Related Clinical Sciences</u> Comm Disord-5102 Hlth Asst-5108 Mental Health-5115 |

ICCB 5-Year Program Review Schedule

| Review Area | FY2017 | FY2018 | FY2019 | FY2020 | FY2021 |
|--|--|---|---|---|---|
| Career and Technical Education continued | <u>52 Business, Management, Marketing, and Related Support Services</u> MIS-5212 | <u>52 Business, Management, Marketing, and Related Support Services</u> Adm & Mgt-5202 Adm Support-5204 Const Mgt-5220 | <u>52 Business, Management, Marketing, and Related Support Services</u> Bus, Gen-5201 Acctng-5203 Fin Mgt-5208 | <u>52 Business, Management, Marketing, and Related Support Services</u> Hosp Mgt-5209 Insurance-5217 Spec Mktg/Merch-5219 Retail-5218 | <u>52 Business, Management, Marketing, and Related Support Services</u> Entrep Mgt-5207 Hum Res Mgt-5210 Intl Bus-5211 Mktg Mgt-5214 Real Est-5215 |
| | <u>22 Legal Professions and Studies</u> | <u>50 Visual and Performing Arts</u> Fine Arts-5007 Music-5009 | <u>50 Visual and Performing Arts</u> Design Tech-5004 | <u>50 Visual and Performing Arts</u> Drama/Stagecraft-5005 Film/Video/Photog - 5006 | <u>44 Public Administration and Social Service Professions</u> |
| | <u>13 Education</u> Inst. Media-1305 | <u>23 English Language and Literature/Letters</u> | <u>25 Library Science</u> | | <u>13 Education</u> Teacher Ed-1312 TEFL-1314 Teacher's Asst-1315 |
| Career and Technical Education Continued | <u>43 Homeland Security, Law Enforcement, Firefighting and Protective Services</u> Criminal Just-4301 | <u>43 Homeland Security, Law Enforcement, Firefighting and Protective Services</u> Fire Protect-4302 Homeland Sec-4303 | <u>48 Precision Production</u> Woodwork-4807 Prec Metal- 4805 | | <u>49 Transportation and Materials Moving</u> Air Trans-4901 Ground Trans-4902 Marine Trans-4903 Railroad Tech-4904 |
| | <u>11 Computer and Information Sciences and Support Services</u> | | | | |
| | <u>36 Leisure and Recreational Activities</u> | | | | |