

Illinois Community College Board



Program Review Manual

For Submission of Annual Program
Review Reports
Revised: May 2026

Fiscal Year 2027-2031



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Section I: General Overview

Purpose and Authority

The Illinois Community College Board (ICCB) is mandated under [Section 2.12 of the Illinois Public Community College Act](#) to coordinate a statewide program review system (see P.A. 78-669). 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).

The purpose of Statewide Program Review is as follows:

1. Support strategic campus-level planning and decision-making related to instructional programming and academic support services, including but not limited to program revisions, program closures, and revisions to services.
2. address inequities to support program improvement.
3. support the delivery of locally responsive, cost-effective, high-quality programs and services across Illinois’ community college system.

This purpose aligns with the ICCB goals focused on reducing inequities, strengthening programming, and contributing to the economic development of the state. The Statewide Program Review process is designed to complement college-level planning and decision making and reflect on the integration of various programs and services, in addition to providing information that will assist the ICCB in fulfilling its statutory responsibilities. Program review can be a critical tool for continuous improvement and evaluation of programs and services offered by the college. Prepared with adequate data, program review can be instrumental in identifying inequities, including racial equity gaps, and can serve as a process to engage stakeholders purposefully in advancing equity. Utilizing Program Review as an institutional growth opportunity can be a highly effective tool for implementing positive institutional change. Rather than “penalizing” programs for gaps or disparities, the Program Review process can assist in developing meaningful action steps to address and overcome existing barriers.

This manual offers guidance and outlines all reporting and submission requirements.

Process

Various program areas and services, including instructional programs, are required to be reviewed once every five years by their respective community college and submitted to the ICCB. *While more frequent and continuous reviews (e.g. annual) are encouraged, they are not required and do not have to be submitted to ICCB.* Program review should be aligned to and integrated with other continuous 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, accreditation review, development of the SUCCESS Plan, and completion of the Perkins V Comprehensive Local Needs Assessment.

Guidelines, review instruments, and a comprehensive schedule have been developed to assist the colleges in reviewing four (4) major program/service areas:

1. Career and Technical Education
2. Academic Disciplines
3. Cross-Disciplinary Instruction
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 program areas and courses to be reviewed during each fiscal year. See the Program Review Schedule at the end of this manual for more information.

Review of Submissions

All program review submissions are reviewed by a team of ICCB staff, with a select number undergoing a peer review, as well. ICCB staff analyzes submissions for completeness and thoroughness, ensuring that the submission adheres to the Program Review Schedule and that each submitted program underwent a robust analysis. Additional requests for information, specifically if there are highly inadequate or missing sections, may be requested throughout the year. Within the fiscal year, ICCB staff will contact you with specific feedback, consistent with the statutory authority of the agency.

It should be noted that while ICCB has the statutory authority to discontinue programs, it is not the intention of the ICCB to make recommendations about program closures. Program Review is intended to be a tool to support strategic campus-level planning and decision-making, and ICCB supports institutions in those efforts.

Peer Review: Background and Process

In an effort to ensure that the program review process reflects continuous quality improvement each fiscal year, select programs will undergo a peer review as part of the submission review process. The impetus for the Peer Review Initiative (PRI) was born from the Program Review Advisory Committee (PRAC). The PRAC is a committee comprised of community college professionals who have substantive experience with program review in Illinois. These practitioners

formed the idea of the PRI because of a deep-rooted desire to provide constructive, thoughtful feedback to their peers. This initiative will allow programs to receive feedback from their peers who work closely with these programs daily. **The goal is to be able to use this feedback to truly support program growth, as well as promote the sharing of ideas and promising practices.**

Process

A request for participation will be sent in late spring with peer reviewers being formally appointed during the summer, allowing plenty of time for training prior to the September 1st due date. This scheduling ensures that reviewer assignments are aligned with the specific requirements and volume of the current submission cycle. Colleges will be notified ahead of time which programs are scheduled for peer review. At a minimum one CTE program will be reviewed, as well as a program/service from one of the other three areas.

The evaluation process utilizes a collaborative model consisting of reading teams of three. Each team is tasked with the comprehensive review of 6–8 program review submissions, ensuring a diverse and balanced perspective during the assessment phase. Reviewers will utilize a feedback template to guide their assessment of the submission. Upon completion of the individual assessment, teams will meet to reach consensus on what feedback to provide to ICCB. A single, consolidated template per program will then be submitted to ICCB as the final record of review. That template, along with the ICCB compliance review, will be submitted to the college as part of their feedback letter.

Formal training sessions are available to ensure all participants are fully prepared to navigate the review criteria and the consensus-building process. Additionally, ICCB and the PRAC will be available to provide technical assistance, as needed.

Quick Facts:

- ✓ Reviewers can serve as many “terms” as desired, as long as they are consistently meeting ICCB’s expectations.
- ✓ Reviewers will be required to sign a Conflict-of-Interest form in order to be eligible.
- ✓ Most college personnel are eligible to serve as peer reviewers. This includes administrative staff, Deans, and faculty. Faculty who are considered a “subject matter expert” may be given preference if their expertise coincides with what program(s) are scheduled for peer review.

ICCB expectations:

- ✓ Professionalism should be maintained at all times.
- ✓ Feedback should be provided without bias.
- ✓ Feedback should be framed in a positive way and in the spirit of continuous improvement-how would you want to receive feedback on your program? Reviewers should avoid giving ‘yes’ or ‘no’ feedback- include evidentiary statements.

- ✓ Program Review is intended to be a tool to support strategic campus-level planning and decision-making and feedback should be provided in good faith to help the college support these efforts. There is no one ‘right’ way to do something, so please use your insight and experience to offer constructive and useful feedback.

Section II: Completing the Review

Instructions

Every year, specific instructional programs and services must be reviewed in each of the four main areas consistent with the 5-Year Program Review Schedule. While all major 2-digit Classification of Instructional Programs (CIP) codes representing general groupings of programs are denoted in the schedule, *common* four-digit CIP codes are provided as an example for each year. 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 code groupings.

If colleges have previously slated these programs for review in different years, please denote that in the year it is scheduled for review and the year in which it is being submitted (if not aligned with the schedule); *however, colleges should adhere to the program review schedule when possible.* Review instruments are provided specific to each review area. These review areas **must** be utilized for the college's program review submission.

- All templates and review instruments are provided as standalone documents and can be accessed on the [ICCB Program Review webpage](#).
- Complete a separate instrument for each degree certificate/program. *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 within that respective template or by utilizing a separate template. This is at the discretion of the college.*
- Complete the instrument in its entirety. **Do not delete questions**, but additional questions may be added to fully integrate the review instruments with the institution's own review processes.
- Failure to fully complete the review instruments can result in the specific program review submission being rejected.
- Convolved narrative responses are discouraged. Answer questions succinctly providing only the information requested.

Expectations

In general, college program review processes should:

- At a minimum, systematically examine the need, cost, and quality of individual programs and services, ensuring that programs continue to be responsive to local needs, cost-efficient, and integrate quality components into programming.
- Involve faculty and appropriate administrators who are directly responsible for the areas being reviewed as well as faculty, academic support professionals, and administrators from across the campus as appropriate. Individuals completing the reviews should engage internal and external stakeholders as needed. For example, a faculty member may not have

the necessary information to answer the cost-effectiveness questions and may need to engage the business office or collaborate with similar programs being reviewed.

- 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.
- Be responsive to identified areas of weakness by developing and implementing feasible and measurable action steps.
- Include the use of disaggregated data to uncover and address equity gaps in programming, performance, or services.
- 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.
- Adhere to a minimum review cycle of once every five years for all programs listed in the Program Review Schedule.

Additional information for each of these standards is included on the review instruments and will help guide colleges to successfully review a program. In addition to the instruments, 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 Illinois website](#). If college staff are seeking technical assistance, please direct all questions to iccb.programreviewsubmission@illinois.gov.

Program Review Areas

Career & Technical Education (CTE) Programs

A CTE program utilizes a credit-bearing curriculum designed to prepare students for employment in a specific career pathway. This includes programs leading to an Associate in Applied Science (AAS) Degree or Certificate. These reviews should utilize the minimum standards of need, cost, and quality to comprehensively assess each program. CTE programs include manufacturing, healthcare, information technology, automotive, etc.

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-academic activities that support instruction and student persistence. It is suggested that colleges review all their student and academic support

services. Colleges should also evaluate the quality and cost- effectiveness of all their student and academic support services. Student and Academic Support Service areas of review include:

- Admissions, Registration and Records
- Recruiting
- Learning and Tutoring Services
- Career and Placement Services
- Financial Aid and Bursar Services
- Disability Services
- Counseling and Advising
- Library Services
- Athletics
- Student Activities
- Veterans' Services
- Online Learning Services
- Campus Security
- Diversity, Equity, and/or Inclusion Center or Programs

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:

- Developmental Mathematics: preparatory courses in mathematics that are used to raise skill level to be ready for college level mathematics coursework. These courses generally are not used to accumulate college-level credit.
- Developmental English Language Arts (Reading and Communication Skills): preparatory courses in the English Language Arts that are used to raise skill level so as to be ready for college level English Language Arts coursework. These courses generally are not used to accumulate college-level credit.
- Adult Education and Literacy: academic instruction and education services below the postsecondary level that increase an individual's ability to (A) read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent; (B) transition to postsecondary education and training; and (C) obtain employment. (WIOA Sec. 203(1))
- English Language Acquisition (including IELCE): a program of instruction (A) designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and (B) that leads to attainment of a secondary school diploma or its recognized equivalent and transition to postsecondary education and training; or employment. (WIOA Sec. 203(6))

- Vocational Skills (Program Classification System Code 1.6): used to classify students who are enrolled primarily in vocational skills courses to review or upgrade present vocational skills on a full- or part-time basis or to learn a specific, short-term occupational skill. This can include courses enhancing professional skills and knowledge in healthcare, logistics, technology, business, and green energy industries, as well as certification in regulated fields such as truck driving, real estate, nursing, and human resources.

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.

Other Program Actions

Colleges may report annual program changes or improvements stemming from campus planning or program reviews. This includes adding new programs, modifying existing ones, or sunsetting programs that are not part of the current review cycle.

- Programs in the Current Review Cycle: Use the provided instruments to detail any program actions taken since the last review.
- Programs Outside the Current Cycle: If you have made significant modifications—or if ICCB staff requested updates in a prior cycle—please complete the Prior Review Supplemental Information form.
- Program Closures: If a college determines that there is a need to sunset a program, please ensure that the reason for the closure is detailed. These details could include the following: data that show low enrollment or difficulties with retention, decrease in local labor market need or occupational growth, etc. While ICCB has the authority to recommend program closures, typically, it is left to the discretion of the college to determine the appropriate course of action. Program closure updates can be provided at any point in the review cycle, and do not need to be held until that program is slated for review. Programs that have been sunset do not need to undergo the traditional review process. To report a program closure, use the Prior Review Supplemental Information form.

Utilizing and Disaggregating Data for Program Review

Each minimum standard for review will require a thorough analysis of data. Colleges are to analyze disaggregated data including program- and 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.

State and local labor market data, including occupational and industry employment projections and wage data, are available through various resources including the [Illinois Department of Employment Security \(IDES\)](#) or can be made available by local workforce innovation boards. Some colleges also have access to subscription-based data platforms such as Lightcast.

Other data collected by the institution or program are encouraged to be used and should be cited appropriately. Examples of other data sources include the following:

- [ICCB Published Reports](#)
- [Program Review Illinois webpage](#)
- [Perkins V Comprehensive Local Needs Assessment](#) results
- SUCCESS Plan
- [Illinois Postsecondary \(Data\) Profiles](#)
- [Adult Learner Guidebook](#)
- [Adult education resources](#)

Section III: Submission Requirements

Annual reviews are to be completed in full and submitted to ICCB.programreviewsubmission@illinois.gov by **September 1st** of each year. Failure to submit on time, or without an approved extension, will result in an audit finding for the ICCB and will be noted in the college's next Recognition review. All program review instruments and additional documents should be compiled and submitted at one time. If the submission is not collated as one document or file, which is recommended, all instruments 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. **No submissions should be made to the ICCB ftp site.** The submission should include the following:

- A completed Program Review Cover Page which includes the programs that are being reviewed as well as all applicable page numbers.
- Completed review templates for all four review areas.
- Completed Prior Review Supplemental Information templates inclusive of the “Other Program Actions” noted in Section II. above, as needed.

Reminders:

- All review instruments, including the cover page and the Prior Review Supplemental Information form, are standalone documents and can be found on the [ICCB Program Review webpage](#).
- The submission of extraneous information outside of what is required may not be reviewed.
- The completed instruments 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 1st** of each year. An extension will not exceed four weeks following the initial deadline. Please request extensions by emailing iccb.programreviewsubmission@illinois.gov.

ICCB 5-Year Program Review Cycle

Review Area	FY2027	FY2028	FY2029	FY2030	FY2031
Academic Disciplines	Communications	Mathematics	Physical and Life Sciences	Humanities and Fine Arts	Social and Behavioral Sciences
Student and Academic Support Services	Admissions, Registration, and Records	Learning and Tutoring Centers	Financial Aid and Bursar	Disability Services	Athletics
	Recruiting	Career and Placement Services	Online Learning	Counseling and Advising	Student Activities
	Campus Security	DEI Centers and Programs		Library Services	Veterans Services
Cross-Disciplinary Instruction	English Language Acquisition (including IELCE)	Developmental Mathematics	Developmental English Language Arts	Adult Education and Literacy	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 Culinary, Other- 1299	<u>12 Personal and Culinary Services</u> Mortuary Sci-1203 Casino Ops-1206	<u>01 Agricultural/ Animal/ Plant/ Veterinary Science and Related Fields</u> Ag General-0100 Ag Business-0101 Ag Production-0103 Ag Services-0105 Horticulture-0106 Animal Science-0109 Ag/Veterinary Prep – 0113 Vet Medicine – 0180 Vet Biomedical and Clinical Sci- 0181 Vet Admin – 0182 Veterinary Tech – 0183 Agricultural/Animal/ Plant/Veterinary Science and Related Fields, Other - 0199	<u>01 Agricultural/ Animal/ Plant/ Veterinary Science and Related Fields</u> Ag Mech-0102 International Agriculture – 0107 Agricultural Public Services -0108 Food Science and Technology – 0110 Plant Sciences – 0111 Soil Sciences – 0112

	<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>
	<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 Eng-Related - 1515	<u>15 Engineering Technologies and Related Fields</u> Envirmnt Control-1505 Nanotechnology-1516 Energy Systems Tech – 1517 Eng Other - 1599	<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 FCS/Health Sci Bus - 1902 Family Studies-1904 Work and Family Studies – 1910 Family CS, Other - 1999	<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-4699 Const Trades, Other - 4699	<u>46 Construction Trades</u> Mason, Tpsr-4601 Carpentry-4602
	<u>47 Mechanic and Repair Technologies/ Technicians</u> Electy/Electric-4701 Energy Systems Maintenance and Repair Tech - 4707	<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>	<u>51 Health Professions and Related Clinical Sciences</u>	<u>51 Health Professions and Related Clinical Sciences</u>	<u>51 Health Professions and Related Clinical Sciences</u>	<u>51 Health Professions and Related Clinical Sciences</u>

	Heath Med Serv-5107 Massage Therapy-5135	Dental-5106 Diagnostic-5109 Dietitian-5131 Health Prof, Other - 5199	Health Services/Allie d, Gen -5100 Med Lab- 5110 Opthal-5118	Nursing-5138-5139 Health Aides-5126 Alt Therapies-5133 Alternative Med Support- 5134 Movement/ Mind- Body Therapies - 5136	Comm Disord-5102 Hlth Asst-5108 Mental Health-5115 Public Health- 5122
	<u>52 Business, Management, Marketing, and Related Support Services</u> MIS-5212 Quant Methods- 5213	<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 Corp Com - 5205 Managerial Econ- 5206 Fin Mgt-5208 Taxation- 5216	<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> Dance – 5003 Fine Arts-5007 Music- 5009	<u>50 Visual and Performing Arts</u> Visual/ Perf Arts, General-5001 Design Tech-5004	<u>50 Visual and Performing Arts</u> Crafts/ Folk Art – 5002 Drama/Stagecft-5005 Film/Video/Photog – 5006 Arts, Entertainment, and Media Mgmt - 5010	<u>44 Public Administration and Social Service Professions</u>
	<u>13 Education Inst. Media-1305</u>	<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
	<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 Security Sci and Tech- 4304 Homeland et al., Other- 4399	<u>48 Precision Production</u> Woodwork- 4807 Prec Metal- 4805 Leatherworking – 4803 Boilermaking - 4808		<u>49 Transportation and Materials Moving</u> Air Trans-4901 Ground Trans-4902 Marine Trans-4903

	<u>11 Computer and Information Sciences and Support Services</u>	<u>04 Architecture and Related Services</u> Architecture – 0402 City Planning – 0403 Environ Design – 0404 Int. Arch – 0405 Landscape Arch – 0406 Arch History – 0408 Arch Sciences – 0409 Real Estate Dev – 0410 Arch, Other – 0499			
	<u>36 Leisure and Recreational Activities</u>				