

# Program Review Manual

FY 2007-2011

for submission of  
College Annual Program Review Summary Reports



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## **ILLINOIS COMMUNITY COLLEGE BOARD**

### **Program Review Manual FY 2007-2011** *for submission of* **College Annual Program Review Summary Reports**

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## **ILLINOIS COMMUNITY COLLEGE BOARD**

### **Program Review Manual FY 2007-2011** *for submission of* **College Annual Program Review Summary Reports**

#### **INTRODUCTION**

The Illinois Community College Board (ICCB) coordinates a statewide system for the review of instructional programs. The *Program Review Manual 2007-2011* provides guidelines and describes reporting methods for statewide review of instructional programs by community colleges.

The ICCB developed a process for the review of individual instructional programs by community colleges in the mid-1980s in order to promote the quality of programs and the accountability of the system. Although many individual colleges were then evaluating programs on a regular basis, the ICCB called for all colleges to examine the need, quality, and cost of each program and to review similar programs at the same time with a coordinated multi-year schedule. Reviews were supported by analysis of state-level data and follow-up studies of graduates. In 1993, the process was revised to incorporate new reporting requirements associated with the Priorities, Quality, and Productivity initiative.

During 2005, an evaluation of the Program Review System was undertaken because community colleges and the community college system have changed substantially during the past decade. The resulting recommendations, reported in *Findings and Recommendations: Evaluation of the Program Review System of the Illinois Community College Board* (July 2005), were designed to provide colleges with flexibility to incorporate the Program Review System into campus planning to provide both colleges and the ICCB with information needed to meet their respective responsibilities in a timely and efficient manner.

#### ***Important Changes in the FY 2007-2011 Statewide Program Review Process***

- The respective roles and responsibilities for Program Review of colleges and the Illinois Community College Board are redefined and the purposes of Program Review clarified.
- To encourage colleges to integrate program review with campus planning and quality improvement processes, the annual calendar, data requirements, and program schedule have been revised. ICCB staff will make every attempt to provide colleges the Follow-up study report or special requested materials by the September preceding the August submission date. It is always acceptable for colleges to use the most recent data available. Exceptions to the state-level schedule may be approved to accommodate campus planning cycles.

- Guidelines and schedules have been developed for reviews of academic disciplines and cross-disciplinary programs-general education, adult education, remedial/developmental programs, vocational skills, and transfer programs, in addition to occupational programs so that the system can benefit from the sharing of best practices and improved accountability.
- While colleges will continue to examine need, quality, and cost for each program, they may develop documentation for the review and results in a way that is appropriate to broader campus planning and decision making processes.

## **THIS MANUAL**

This manual is intended to be used for program reviews to be submitted in years 2007 through 2011. *There will be no annual addendum.* Data formerly provided only in the annual addendum is available through the ICCB website and other sources. The following reports can be found at <http://www.iccb.state.il.us>:

- Data & Characteristics of the Illinois Community College System
- Student Enrollment & Completions in the Illinois Community College System
- ICCB Unit Cost Report

## **Section 1 Purposes and Guidelines**

### **PURPOSES OF THE ICCB PROGRAM REVIEW SYSTEM**

The Statewide Program Review System recognizes that individual colleges have the primary responsibility to evaluate instructional programs, to make decisions about improvement and continuation, assure that program review results are considered in campus planning and budget development, and to report results to the Illinois Community College Board. The purposes of Statewide Program Review are:

1. To support campus-level planning and decision-making related to:
  - Assuring the continuing need and improving the quality and cost-effectiveness of instructional programs;
  - Assessing, improving, and updating programs on a regular basis;
  - Discontinuing programs when there is no longer sufficient demand, quality cannot be maintained at an acceptable level, or they are no longer cost-effective.
  
4. To demonstrate the accountability of the community college system in maintaining high quality, cost-effective programs that are responsive to the needs of students, businesses and industries in Illinois.
  
5. To identify best practices, exemplary innovations, and program issues that need to be addressed at the state-level by the ICCB.

The System is designed so that the Illinois Community College Board can fulfill its responsibility to assure that each college has an appropriate review process, to coordinate and report on accountability efforts, to support local program review processes, to collect and disseminate information about best practices, and to identify and develop solutions for statewide programmatic issues.

### **GENERAL GUIDELINES FOR PROGRAM REVIEW**

The revised Program Review System is designed to complement college-level planning and decision making in addition to providing information so that ICCB can fulfill its responsibilities. While the revised system provides more flexibility and streamlines reporting requirements, colleges will be expected to develop processes that comply with *Administrative Rules* and good practices. In general, colleges' program review processes should:

- Examine systematically the need, quality, and cost of individual instructional programs (See the attached table 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.

## ELEMENTS OF PROGRAM REVIEW

- 1. 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, or Certificate. CTE programs will be reviewed on a five-year cycle. The previous review schedule has been retained with minor modifications and updated with 2000 CIP codes. Reporting requirements focus on key decisions, exemplary practices, and state-level issues.
- 2. 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. These reviews focus on the quality of individual courses and clusters of courses, using existing assessment and other information identified by the colleges.\*
- 3. Cross-Disciplinary Instruction**

“Cross-disciplinary instruction” is a 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 instruction, vocational skills, and transfer functions and programs. A five-year schedule for submission of the results of reviews is provided. These reviews build upon the reviews of academic disciplines as appropriate and focus on broad mission-oriented questions.\*

- 4. Student and Academic Services** "Student and Academic Services" are non-instructional activities that support instruction and include advising/counseling, financial aid, library, admissions, and registrar functions. Colleges will determine their own five-year schedules for reviews of these areas.
- 5. Other Program Actions** Colleges will report annually important program changes or improvements that did not result from program review but are made as a result of campus planning or quality improvement.

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

## **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 1.

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.

## Section 2 Reviews of Career and Technical Education Programs

### ***Important Changes in 2007-2011 Program Review Process***

The review of CTE programs will be conducted on a five-year schedule similar to the schedule used previously. The schedule has been updated with the 2000 Classification of Instructional Programs (CIP) Codes. To encourage colleges to integrate program review with campus planning and quality improvement processes, the annual calendar, data requirements, and program schedule have been revised. ICCB staff will make every attempt to provide colleges the Follow-up Study report or special requested materials by the September preceding the August submission date. It is always acceptable for colleges to use the most recent data available. Exceptions to the state-level schedule may be requested from ICCB to accommodate campus planning cycles.

### **DEFINITION**

A “career & technical education program” is a curriculum designed to prepare students for employment in a specific field. These programs include those leading to an Associate in Applied Science Degree or Certificate.

**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 comprehensive schedule for the review of career and technical programs is provided as an attachment to this document.

### **GUIDELINES**

1. 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 update curricula to accommodate changes in the field and identify resource needs.
2. The reviews of CTE programs should address such questions as:
  - 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?
- Quality: Based on the results of assessment and other information, what steps need to be taken to update the curriculum or improve instruction?
- Cost: What steps can be taken to offer the program more cost-effectively? Are there needs for additional resources?

## REPORTING REQUIREMENTS

The reports submitted to ICCB focus on the results of program review, presentation of best practices and exemplary innovations, and identification of programmatic issues that need to be addressed at the state level.

The college's report submitted to ICCB should include:

1. A list of all CTE programs included in the reviews for that year with identification of the types of actions taken using a standard set of classifications: **continued with minor improvements, significantly modified, discontinued/eliminated, placed on inactive status, or scheduled for further review.**
2. A list of actions (continued with minor improvements, significantly modified, discontinued, placed on inactive status, scheduled for further review) arising from planning and quality improvement processes related to CTE programs that were not included in the reviews that year.
3. Descriptions of innovations or improvements to selected CTE programs that resulted in exemplary improvements in quality, cost effectiveness, or responsiveness to community needs. (selected programs, see section 6)
4. Identification of emerging programmatic issues that may need to be addressed at the state level, if applicable.

## CTE PROGRAM REVIEW REPORT TEMPLATE

### 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.  
(One CIP code per summary report.)

#### Program Identification Information

<b>6-digit CIP</b>	XX.XXXX
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<b>Degree Type</b>	03 – AAS 20 – Certs 30ch > 30 – Certs <30ch
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<b>Program Title</b>	
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#### Action

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

#### Improvements & Rationale for Action

*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.*

#### Principle Assessment Methods Used in Quality Assurance for this Program

- Standardized assessments
- Certification and licensure examination results
- Writing samples
- Portfolio evaluation
- Course embedded questions
- Student surveys
- Analysis of enrollment, demographic and cost data
- Other, please specify: \_\_\_\_\_

#### Statewide Program Issues (if applicable)

*A brief description of emerging state-level problems and/or program issues that will eventually affect programs offered by the colleges and cannot be addressed at the local level. Such problems/issues might include licensure changes, trends in occupational demand, developments in disciplines or modifications to university transfer policies.*

### Section 3 Review of Academic Disciplines

#### ***Important Changes in 2007-2011 Program Review Process***

Most colleges have regularly reviewed the academic disciplines. The 2007-2011 ICCB Program Review System calls for these instructional areas to be reviewed on a statewide five-year schedule. The coordinated schedule enables colleges to benefit from sharing of best practices, assures that emerging statewide issues can be identified, and enhances accountability for these important instructional areas.

**The schedule groups academic disciplines according to the Illinois Articulation Initiative course classifications.**

#### **DEFINITION**

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. 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.

#### **FIVE-YEAR SCHEDULE**

<b>Academic Discipline Reviews</b>		
	<b>Year</b>	
1	2006-2007	Written & Oral Communications
2	2007-2008	Mathematics
3	2008-2009	Physical & Life Sciences
4	2009-2010	Humanities & Fine Arts
5	2010-2011	Social & Behavioral Sciences

## **GUIDELINES**

1. 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 in written and oral communications, mathematics, physical and life sciences, humanities and fine arts, and social and behavioral sciences.
2. The reviews of academic disciplines should address such questions as:
  - Objectives: What are the objectives of the department and sequences of courses 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?
  - 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?
  - Cost: What steps can be taken to offer courses more cost-effectively? Are there needs for additional resources?

## **REPORTING REQUIREMENTS**

The reports submitted to ICCB focus on the results of program review, presentation of best practices and exemplary innovations, and identification of programmatic issues that need to be addressed at the state level.

The college report submitted to ICCB should include:

1. A list of the academic discipline areas reviewed with a brief summary of the actions taken.
2. Descriptions of innovations or improvements to selected discipline area programs that resulted in exemplary improvements in quality, cost effectiveness, or responsiveness to community needs. (selected programs. see section 6)
3. Identification of emerging programmatic issues that may need to be addressed at the state level, if applicable.

## ACADEMIC DISCIPLINE REVIEW REPORT TEMPLATE

### 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

<b>Discipline Area</b>	
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#### Improvements & Rationale for Action

*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.*

#### Principle Assessment Methods Used in Quality Assurance for this Discipline

- Standardized assessments
- Certification and licensure examination results
- Writing samples
- Portfolio evaluation
- Course embedded questions
- Student surveys
- Analysis of enrollment, demographic and cost data
- Other, please specify: \_\_\_\_\_

#### Statewide Program Issues (if applicable)

*A brief description of emerging state-level problems and/or program issues that will eventually affect programs offered by the colleges and cannot be addressed at the local level. Such problems/issues might include licensure changes, trends in occupational demand, developments in disciplines or modifications to university transfer policies.*

## Section 4 Review of Cross-Disciplinary Curricula

### *Important Changes in 2007-2011 Program Review Process*

Some colleges have regularly reviewed the cross-disciplinary curricula. The 2007-2011 ICCB Program Review System calls for these instructional areas to be reviewed on a statewide five-year schedule. The coordinated schedule enables colleges to benefit from sharing of best practices, assures that emerging statewide issues can be identified, and enhances accountability for these important instructional areas.

#### DEFINITION

“Cross-disciplinary instruction” is a curriculum or set of curricula that incorporate 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 instruction, vocational skills, and transfer functions and 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.

#### FIVE-YEAR SCHEDULE

Cross-Disciplinary Reviews		
	Year	
1	2006-2007	General Education ( <i>all transferable</i> )
2	2007-2008	Adult Education and ESL
3	2008-2009	Remedial/Developmental
4	2009-2010	Vocational Skills
5	2010-2011	Transfer Functions and Programs including the AA, AS, AES, AFA, AAT, and the AGS degree programs

#### GUIDELINES FOR REVIEW OF CROSS-DISCIPLINARY CURRICULA

1. The purpose of review of cross-disciplinary curricula at the community college-level is to assure that colleges’ 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.

2. The reviews of cross-disciplinary curricula should address such questions as:
  - ◆ Objectives: What are the objectives of the curricula? To what extent are they being achieved?
    - ◆ 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?
    - ◆ Remedial/Developmental Instruction: Are cooperation and communication among departments appropriate to achieve the college's objectives for remedial/developmental instruction? How well are completers of remedial/developmental courses doing in related college-level courses?
    - ◆ Vocational Skills: What are the objectives of these offerings and how well are they being achieved? Are students successfully upgrading 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?
  - How important is this program and how does it contribute to the mission of the college?
  - To what extent is the program integrated with other instructional programs and services?
  - 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?
  - 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?

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

## **REPORTING REQUIREMENTS**

The reports submitted to ICCB focus on the results of program review, presentation of best practices and exemplary innovations, and identification of programmatic issues that need to be addressed at the state level.

The College report submitted to ICCB should include:

1. A list of the academic disciplines and cross-disciplinary instructional areas reviewed with a brief summary of the actions taken.
2. Descriptions of innovations or improvements to selected cross-disciplinary programs that resulted in exemplary improvements in quality, cost effectiveness, or responsiveness to community needs. (selected programs see section 6)
3. Identification of emerging programmatic issues that may need to be addressed at the state level, if applicable.

## CROSS-DISCIPLINARY REVIEW REPORT TEMPLATE

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

General Education, Adult Education, Remedial/Developmental Programs, Vocational Skills, Transfer Programs and Functions, and the AGS degree program

<b>Cross- Disciplinary Program</b>	
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#### Improvements or Rationale for Action

*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.*

#### Principle Assessment Methods Used in Quality Assurance for this Discipline-Area

- Standardized assessments
- Certification and licensure examination results
- Writing samples
- Portfolio evaluation
- Course embedded questions
- Student surveys
- Analysis of enrollment, demographic and cost data
- Other, please specify: \_\_\_\_\_

#### Statewide Program Issues (if applicable)

*A brief description of emerging state-level problems and/or program issues that will eventually affect programs offered by the colleges and cannot be addressed at the local level. Such problems/issues might include licensure changes, trends in occupational demand, and developments in disciplines or modifications to university transfer policies.*

## **Section 5**

### **Student and Academic Support Services**

#### **INTRODUCTION**

The evaluation and review of student and academic services is just as important as the review of instructional programs. These services contribute to academic programs and achievement of a college's mission. However, developing a common statewide schedule or a common statewide process for these areas would not be beneficial because the organization and structure of these units vary greatly from college to college. As a result, the colleges need more flexibility in the ICCB Program Review System to enable them to review and evaluate these areas most effectively.

It is suggested that colleges include all of their student and academic 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 students with disabilities. Colleges should also evaluate the quality and cost effectiveness of all of their student and academic support services.

#### **DEFINITION**

Student and academic services include advising/counseling, financial aid, library/learning resources, tutoring/study skills/learning support services, admissions, and records/registrar functions.

#### **FIVE-YEAR SCHEDULE**

The ICCB Program Review System requires each college to evaluate its student and academic services, including advising/counseling, financial aid, library/learning resource center, tutoring/study skills/learning support services, admissions, and records/registrar functions, at least once during each five-year cycle. Colleges determine their own schedules within the five-year cycle for review of student and academic support services. This schedule should be submitted to the ICCB with the college's annual Program Review Summary Report.

#### **REPORTING REQUIREMENTS**

The ICCB Program Review requires each college to submit a brief summary 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 REVIEW REPORT TEMPLATE**

### **SUMMARY REPORT OF REVIEW RESULTS - STUDENT AND ACADEMIC SUPPORT SERVICES REVIEWED IN ACADEMIC YEAR 20XX**

Advising/counseling, financial aid, library/learning resource center, tutoring/study skills/learning support services, admissions, and student records/registrar functions.

<b>Service Area</b>	
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#### **Major Findings and Improvements/Modifications**

*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.*

#### **Statewide Programmatic Issues (if applicable)**

*A brief description of emerging state-level problems and/or program issues that will eventually affect programs offered by the colleges and cannot be addressed at the local level. Such problems/issues might include changes in support services for special needs students, changes in financial aid policy, or difficulty in managing programs offered to students.*

## Section 6 Reporting of Best Practices

### *Important Changes in 2007-2011 Program Review Process*

One of the purposes of program review is to identify and share information about best practices and exemplary innovations. The 2007-2011 ICCB Program Review System provides a mechanism for sharing of best practices, allowing districts to benefit from the valuable experiences of others in these important instructional areas.

### **DEFINITIONS**

**“Best practices and exemplary innovations”** are methods and strategies that

- 1) have demonstrated results in improving student performance, reducing costs while maintaining quality, extending access, or achieving other important college objectives;
- 2) have not been widely used by other colleges; and
- 3) do not rely on conditions that are unique to an individual college or community.

### **Schedule**

Reporting best practices is encouraged, but not required. Colleges may submit best practice models for programs included in the current year’s review cycle. Models may be from any of the CTE, Academic, Cross-Disciplinary, or Student & Academic Support Service areas.

### **REPORTING REQUIREMENTS**

At their option, colleges may provide descriptions of innovations or improvements to selected CTE programs, academic disciplines, cross-disciplinary programs or student/academic support services that resulted in exemplary improvements in quality, cost effectiveness, or responsiveness to community needs.

## **BEST PRACTICES REPORT TEMPLATE**

### **BEST PRACTICES AND INNOVATIONS (SELECTED PROGRAMS) 20XX**

Narrative descriptions of exemplary improvements or innovations for selected occupational programs, academic disciplines, cross-disciplinary programs, or student and academic service functions that meet the criteria described above.

#### **Title of the Best Practice**

#### **Programmatic area (CTE, Academic, Cross-Disciplinary, or Student/Support Services) addressed by the Best Practice**

#### **Description of the innovation / best practice (150 word limit)**

#### **What are the results / measurable outcomes?**

#### **Contact Information**

College Name & Title Phone Number Email Address
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## **Reporting Program Improvements and Changes Resulting from Other Planning and Quality Improvement Processes**

### ***Important Changes in 2007-2011 Program Review Process***

Many colleges use multiple processes to make important decisions to improve, change, suspend or eliminate programs. In the past, these decisions would go unreported if they did not coincide with the program review schedule. The 2007-2011 Program Review System requests that all major program decisions made during the year of review be reported so that the full scope of the colleges' accountability efforts can be recognized.

#### **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 FY 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
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Program Type CTE Academic Cross- Disciplinary	
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Program Title	
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#### Action

Continued with minor improvements

- Significantly modified
- Discontinued
- Placed on inactive status
- Scheduled for further review
- Other, please specify: \_\_\_\_\_

#### Improvements or Rationale for Action

*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.*

#### Principle Assessment Methods Used in Quality Assurance for this Program

- Standardized assessments
- Certification and licensure examination results
- Writing samples
- Portfolio evaluation
- Course embedded questions
- Study surveys
- Analysis of enrollment, demographic and cost data
  - Other, please specify \_\_\_\_\_

## **Appendix**

### **Table of Indicators**

### **ICCB 5-year Program Review Schedule (CTE Programs)**

### **Checklist for Submission**

<b>Program Review Table of Indicators for Local Evaluation</b>				
<b>Suggested <i>Quality</i> Indicators</b>	<b>CTE Programs</b>	<b>Academic Programs</b>	<b>Student &amp; Academic Support Services</b>	<b>ABE / ASE</b>
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	X	X	X	
Faculty/Staff/Student Ratio	X	X	X	X
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			
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				

<b>Program Review Table of Indicators for Local Evaluation</b>				
<b>Suggested <i>Cost</i> Indicators</b>	<b>CTE Programs</b>	<b>Academic Programs</b>	<b>Student &amp; Academic Support Services</b>	<b>ABE / ASE</b>
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

<b>Program Review Table of Indicators for Local Evaluation</b>				
<b>Suggested <i>Need</i> Indicators</b>	<b>CTE Programs</b>	<b>Academic Programs</b>	<b>Student &amp; Academic Support Services</b>	<b>ABE / ASE</b>
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

<b>ICCB 5-Year Program Review Schedule – CTE Programs</b>						
	<b>CIP TITLE</b>	<b>FY2006</b>	<b>FY2007</b>	<b>FY2008</b>	<b>FY2009</b>	<b>FY2010</b>
01	Agriculture, Agriculture Operations, and Related Sciences	Ag Mech-0102				Ag General-0100 Ag Business-0101 Ag Production-0103 Ag Services-0105 Horticulture-0106 Animal Science-0109
03	Natural Resources and Conservation					Nat. Res. -0301 Nat. Res. Mgt-0302 Forestry - 0305 Wildlife-0306
09	Communication, Journalism, and Related Programs		Mass Comm-0901 Journalism-0904 Radio & TV – 0907 Pub. Relations/Adv-0909			
10	Communications Technologies/Technicians and Support Services		Radio/TV Tech-1002 Printing/Pub-1003			
11	Computer and Information Sciences and Support Services		General-1101 Comp. Prog-1102 Data Proc-1103 Info Sci-1104 Data Entry-1106 Graphics/Database-1108 Networking-1109 Sys Admin-1110			
12	Personal and Culinary Services			Cosmetology-1204 Culinary-1205	Mortuary Sci-1203	
13	Education	Special Ed-1310 Teacher Ed-1312 TEFL-1314 Teacher's Ass't-1315	Inst. Media-1305			
15	Engineering Technologies/Technicians	Indust Prod-1506 Mining/Petroleum-1509	Electricity/Electrical-1503 Electromechanics-1504 Computer Tech-1512	Civil Eng-1502 Construction Tech-1510 CAD/CADD-1513	Quality Control-1507 Mech Eng-1508 Misc Eng-1511	Envirmnt Control-1505

<b>ICCB 5-Year Program Review Schedule – CTE Programs</b>						
	<b>CIP TITLE</b>	<b>FY2006</b>	<b>FY2007</b>	<b>FY2008</b>	<b>FY2009</b>	<b>FY2010</b>
16	Foreign languages, literatures, and Linguistics			Foreign Lang-1601 Sign Language-1616		
19	Family and Consumer Sciences/Human Sciences	Child Development-1907	Clothing-1909	Food / Nutrition-1905	Home Furn-1906	
22.	Legal Professions and Studies		General Legal-2200 Legal Assistance-2203			
23	English Language and Literature/Letters			Tech Writing-2311		
25	Library Science				Library Asst-2503	
30	Multi/Interdisciplinary Studies				Acc/ Comp Science-3016	
31	Parks, Recreation, Leisure, and Fitness Studies				Parks Mgt-3103 Hlth/PE/Fit-3105	
36	Leisure and Recreational Activities		Leisure Activities-3601			
41	Science Technologies/Technicians	BioTech-4101 Nuclear-4102 Phy Sci-4103				
43	Security and Protective Services		Criminal Just-4301 Criminology-4504	Fire Protectn-4302 Emergency Mgt-4303		
44	Public Administration and Social Service Professions	Public Admin-4404 Soc Serv-4407				
46	Construction Trades	Mason, Tpsr-4601 Carpentry-4602	Electric & Pwr-4603	Construc Mgt-4604	Plumbing-4605	Cnstrc Trades-4600
47	Mechanic and Repair Technologies/Technicians	Ind Equip-4703 Veh Repair-4706 Repair Tech-4799	Electy/Electric-4701		HACR-4702	
48	Precision Production		Woodwork-4807		Prec Metal-4805	
49	Transportation and Materials Moving	Air Trans-4901 Veh Oper-4902 Railroad Operator-4904				
50	Visual and Performing Arts				Graphic Art-5004	Theatre-5005

<b>ICCB 5-Year Program Review Schedule – CTE Programs</b>						
	<b>CIP TITLE</b>	<b>FY2006</b>	<b>FY2007</b>	<b>FY2008</b>	<b>FY2009</b>	<b>FY2010</b>
51	Health Professions and Related Clinical Sciences	Comm Disord-5102 Hlth Asst-5108 Mental Health-5115	Heath Med Serv-5107 Massage Therapy-5135	Dental-5106 Diagnostic-5109 Dietitian-5131	Med Lab-5110 Ophthal-5118	Nursing-5116 Misc Health-5126
52	Business, Management, Marketing, and Related Support Services	Entrep Mgt-5207 Hum Res Mgt-5210 Intr Bus-5211 Mktg Mgt-5214 Real Est-5215	Data Proc-5212	Adm & Mgt-5202 Adm/Sec-5204 Business Comm-5205 Constuc Mgt-5220	Bus, Gen-5201 Acct-5203 Fin Mgt-5208	Hosp Mgt-5209 Insurance-5217 Tourism/Hosp-5219 Retail-5218

## ICCB Program Review Summary Report Checklist

**Colleges should verify that the following are included in the 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

**Best Practices (Optional)** – Include a brief description of the following

- ✓ Innovations or updates to any program that resulted in exemplary improvements in quality, cost-effectiveness or responsiveness to community needs. (*Programs should be from areas **included in this year's review cycle only**, but may be from a CTE, Academic, Cross-Disciplinary or Student & Academic Support Service area.*)

**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**