

Comprehensive Program Review Procedures Manual

A Component of the Institutional Assessment Plan



Revised: July 2014

COMPREHENSIVE PROGRAM REVIEW PROCEDURES MANUAL

TABLE OF CONTENTS

COMPREHENSIVE PROGRAM REVIEW PROCEDURES MANUAL	Page 3
Introduction	Page 3
Criteria For Assessing Program Strengths and Effectiveness	Page 3
Components of The Program Review Process	Page 4
Procedures and Definitions	Page 6
Report Submission	Page 6
Report Follow-Up	Page 7
Conclusion	Page 7
APPENDIX A: ICCB REPORT TEMPLATES	Page 8
ICCB Report Template: Academic Disciplines Reviewed	Page 9
ICCB Report Template: Best Practices and Innovations	Page 10
ICCB Report Template: Career & Technical Education Programs	Page 11
ICCB Report Template: Cross-Disciplinary Programs Reviewed	Page 12
ICCB Report Template: Student & Academic Support Programs	Page 13
ICCB Report Template: Supplemental Report	Page 14
APPENDIX B: SIC PROGRAM REVIEW TEMPLATES	Page 15
Baccalaureate Chairperson Program Review Report	Page 16
Campus Administrator For SICCM Program – Program Review Report	Page 19
Career & Technical Education Division Chairperson Program Review Report	Page 20
Community Service	Page 23
Course Outline Review	Page 24
Course Schedule Review	Page 25
Cross-Disciplinary Program – Program Review Report	Page 26
Follow-Up Report	Page 29
Library Resources	Page 30
Program Instructor Review	Page 31
Program Review Minutes	Page 34
Program Statistical Analysis	Page 35
Review of Program Review Components and Assessment	Page 39
SICCM Program Chairperson Program Review Report	Page 40
Student Support Services Supervisor – Program Review Report	Page 44

COMPREHENSIVE PROGRAM REVIEW PROCEDURES MANUAL

COMPREHENSIVE PROGRAM REVIEW PROCEDURES MANUAL

I. INTRODUCTION:

The establishment of a systematic review of its educational programs and educational support programs is an essential ingredient in Southeastern Illinois College's efforts to set programmatic priorities, to monitor the accomplishment of such and to allocate resources to achieve those ends.

This systematic review is intended to:

1. Assure students, potential employers, and district residents of the quality of the degrees and certificates awarded by Southeastern Illinois College;
2. Assure that the educational programs offered are relevant to the employment needs of the student, the community, and the state;
3. Assure students, district residents, and four-year institutions that the educational programs are adequately preparing students to transfer to four-year institutions;
4. Assure district residents that the instructional, instructional support and student support services of Southeastern Illinois College are effective and efficient;
5. Improve the quality of individual programs and services; and
6. Provide information and feedback which can be utilized in programmatic goal setting and strategic planning.

The primary purpose of the program review is to critically and systematically analyze the instructional, instructional support and student service programs offered by Southeastern Illinois College, and to document those analyses by means of a systematic, formal, written report that is contained in the Program Review Report that is distributed throughout the institution and submitted to the Illinois Community College Board.

II. CRITERIA FOR ASSESSING PROGRAM STRENGTHS AND EFFECTIVENESS:

Need, Quality, and Cost are three major criteria for measuring the strength and vitality of Southeastern Illinois College's programs. These criteria may be measured by asking the following questions:

1. What is the student demand for the program? (e.g. enrollments, completions, credit hour generation, various demographic information, etc.)
2. What is the labor/market demand for program completers? (e.g. employment and/or transfer to four-year institutions)
3. What resources are required for the program? (e.g. unit costs, class size, faculty workloads, faculty size, salaries, etc.)
4. How well does the program meet the needs of its students? (e.g. student feedback, retention rates, attrition rates, etc.)
5. How strong is the program and what is its long-term potential? (e.g. number of full-time and part-time faculty, advisory committee feedback, licensure success, transfer success, adequacy of support service, accreditation, external audits, etc.)

COMPREHENSIVE PROGRAM REVIEW PROCEDURES MANUAL

III. COMPONENTS OF THE PROGRAM REVIEW PROCESS:

The program review process is conducted annually with each instructional program and instructional support service to be examined in depth a minimum of once every five years. More frequent reviews may be conducted when, in the judgment of the Board of Trustees, President, instructional administrator, and/or request of the faculty, programmatic conditions appear to merit such or ICCB mandates.

The review process is “college-wide” with structured input obtained from various perspectives and sources within the institution, i.e., instructors, Division/Department Chairpersons, academic counselors, librarian, and the Dean of Academic Services. To facilitate the review process and to ensure that essential components are addressed, a standardized format for reporting has been adopted by the College (See Appendix A and B). The various components of this format are revised and/or refined annually to reflect initiatives from ICCB and improvements that have been noted during the review process. This ongoing assessment of the review document and process is necessary to obtain the maximum benefits of each program review.

A summary of the components of the program review process for Career & Technical Education Programs, Academic Disciplines and Cross-Disciplinary Programs are as follows:

1. ICCB Program Review Report
2. Review of Program Review Components and Assessment
3. Program Review Minutes
4. Program Review Division/Department Chairperson Report*
5. Program Statistical Analysis
6. Course Outline Review
7. Course Schedule Review
8. Library Resources
9. Program Instructor Review
10. Community Service

A summary of the components of the program review process for Student Support Services Programs are as follows:

1. ICCB Program Review Report
2. Review of Program Review Components and Assessment
3. Program Review Minutes
4. Student Support Services Supervisor – Program Review Report

1. **PROGRAM REVIEW REPORT TEMPLATES (APPENDIX A).** This form is completed after all of the other parts of the program review document have been completed, the program review has been completed, and the minutes have been filed.
2. **MINUTES OF THE PROGRAM REVIEW MEETING (APPENDIX B).** Minutes of the formal program review meeting are recorded and include: meeting time, date, individuals in attendance, summary of the review, recommendations, suggestions, and motions.
3. **REVIEW OF PROGRAM REVIEW COMPONENTS (APPENDIX B).** The Division/Department Chairperson reviews the current and recommended goals and activities for the program; the assessment activities that have been planned and conducted; and how the results of those activities have been used. A critique is provided with specific recommendations for improvement and implementation enumerated.

COMPREHENSIVE PROGRAM REVIEW PROCEDURES MANUAL

4. **DIVISION/DEPARTMENT CHAIRPERSON SUMMARY (APPENDIX C).** Division/Department Chairperson Summary. The Division/Department Chairperson for the program or academic area provides a summary of the area being reviewed. Specifically, program need; cost effectiveness; strengths; weaknesses; quality improvements implemented; any unique innovations; description of goals and related activities; assessment activities conducted during the review period and how those results have been used; quality improvements recommended; any new or revised goals; and activities proposed. Assessment information or strategic planning materials pertaining to the program are to be attached. Division/Department Chairpersons are encouraged to complete a budget summary for items that have been identified during the program review process that have not previously been included in the budget for the program/academic discipline. (See Appendix D).
5. **PROGRAM STATISTICAL ANALYSIS (APPENDIX B).** This portion of the report provides data on program/academic discipline enrollments that include duplicated headcount, credit hours generated, total sections taught, average enrollment per section, and college average. Unit cost data is presented by PCS/CIP, code both for the college average and statewide total average. Instructional conditions are described by the following: headcount of full-time instructors with primary assignment in the program, headcount of full-time instructors with primary assignment not in the program, headcount of correctional education instructors, headcount of part-time (adjunct) instructors, percentage of credit hours generated by full-time instructors, percentage of credit hours generated by correctional education instructors, and percentage of credit hours generated by part-time (adjunct) instructors. In addition, a listing of all instructors who taught in the program area is presented for each fiscal year by full-time, correctional education, and part-time. Full-time instructors without a primary assignment in the program area are noted.
6. **COURSE OUTLINE REVIEW (APPENDIX B).** This portion of the review is completed by a sub-committee consisting of at least two full-time faculty members. The focus of the committee is to review and evaluate the curriculum guide with the master course outlines and instructor syllabi in order to determine the consistency within the program for meeting the program and/or course objectives. If any discrepancies are found, they are noted and referred to the appropriate party to be corrected. The committee also reviews course outlines to ensure that essential information listed is correct, up to date, and meets the quality standards of Southeastern Illinois College, while respecting the instructor's right to intellectual freedom.
7. **COURSE SCHEDULE REVIEW (APPENDIX B).** This portion of the review is completed by the academic counselors who comment on the need and scheduling of classes in the program or academic discipline. Comments and recommendations are encouraged.
8. **LIBRARY RESOURCES (APPENDIX B).** The librarian indicates the extent of the holdings in the library as well as any concerns that are noted.
9. **PROGRAM INSTRUCTOR(S) REVIEW (APPENDIX B).** The instructors of the program/academic discipline complete this portion of the review. Instructors are asked to rate and comment on instructional resources and support, instructional facilities, equipment, advisory committee/business partners (occupational), and program recruitment, retention, and promotion.
10. **COMMUNITY SERVICE (APPENDIX B).** The instructors of the program/academic discipline and Division/Department Chairperson complete this portion of the review. They are asked to estimate the community service functions that their area has performed on behalf of the college in the past five years.

COMPREHENSIVE PROGRAM REVIEW PROCEDURES MANUAL

IV. PROCEEDURES AND DEFINITIONS:

1. Administration of the Program Review Process has been assigned to the Dean of Academic Services who shall be assisted by the Curriculum Committee. Oversight is provided by the Vice-President for Academic and Student Affairs.
2. Cycle: As required by the Illinois Community College Board, each instructional program, instructional support program, and student support service program shall be evaluated in depth a minimum of once every five years. The Illinois Community College Board determines the review schedule for all Career and Technical Education programs, academic disciplines, cross-disciplinary curricula, and Student and Academic Support Services. Programs to be reviewed are announced at the start of the Fall semester.
3. Program Definition:
 - A. **Career and 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. Only the course work designated as the vocational major (e.g. AUTO, FORT, WELD, etc. rather than the general education courses) shall be considered in determining cost and other statistical data at the college level. ICCB comparisons are done by CIP code, with comparisons made by peer institution and entire state averages.
 - B. **Academic Disciplines:** Academic Disciplines are defined as 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. At the discretion of the Curriculum Committee, certain disciplines may be considered together when local circumstances such as single courses, commonality of content or of instructor assignment pertains, i.e., Anthropology/Sociology.
 - C. **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 education and English as a Second Language, remedial/developmental instruction, vocational skills, and transfer functions and programs.
 - D. **Student and Academic Support Services:** Student and Academic Support Services are non-instructional activities that support instruction and include advising/counseling, financial aid, library, admissions, and registrar functions.
 - E. **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, assessment and/or strategic planning.

V. REPORT SUBMISSION:

1. Each component of the annual program review will be submitted in accordance with a timetable established by the Dean of Academic Services that allows for the formal program review meeting to take prior to the end of the spring semester.
2. The Dean of Academic Services will forward the required number of copies of the program review report to the Illinois Community College Board on or before August 1 of each year.

COMPREHENSIVE PROGRAM REVIEW PROCEDURES MANUAL

VI. REPORT FOLLOW-UP:

While the primary purpose of program review is to ensure that programs are of high and continuing quality, the process is also a critical means of being accountable to students and others. Follow-up summaries of program reviews should provide strong evidence that recommendations for quality improvements for programs are linked directly to the findings of a rigorous program review process and should provide a continuous accountability loop by including information regarding the outcome(s) of recommendations from the previous review of each program. To facilitate the follow-up report process and to ensure that essential components are addressed, a standardized format for reporting has been adopted by the College (See Appendix C).

During the fiscal year immediately following the year that a program review was completed, program personnel will submit a follow-up report to the Dean of Academic Services that addresses the following information:

- Summarize actions taken as a result of the past year's program review. Respond to all recommendations that were made, as well as any other changes that have been made. ***Provide cost and/or reallocation data and sources of funding whenever possible.***
- How have you tied the actions that have taken place in the past year to the program operation, including the budget process and staffing?
- Based on the program review findings and action, formulate program goals with defined activities for the next review period. These goals and activities must provide a direct link to the stated mission of the institution. These goals should create a continuous assessment cycle and include information regarding the outcome(s) of recommendations from the previous review of the program/service.
- A response must be made to each recommendation made in the previous year's program review. In responding to these, each recommendation should be clearly identified and the response should specifically state what has been done in the way of follow-up. If nothing has been done, an explanation should be made as to why not or what plans have been made for doing so.
- **BUDGET OVERVIEW (APPENDIX D).** Division/Department Chairpersons are encouraged to complete a budget summary for items that have been identified during the program review process that have not previously been included in the budget for the program/academic discipline.

VII. CONCLUSION:

All procedures stipulated in this manual are intended to be in accordance with those developed by the Illinois Community College Board and Southeastern Illinois College.

COMPREHENSIVE PROGRAM REVIEW PROCEDURES MANUAL

APPENDIX A

PROGRAM REVIEW

ICCB TEMPLATES: SUMMARY REPORT OF REVIEW RESULTS

ICCB Report Template: Academic Disciplines Reviewed

ICCB Report Template: Best Practices and Innovations

ICCB Report Template: Career & Technical Education Programs

ICCB Report Template: Cross-Disciplinary Programs Reviewed

ICCB Report Template: Student & Academic Support Programs

ICCB Report Template: Supplemental Report

COMPREHENSIVE PROGRAM REVIEW PROCEDURES MANUAL

College Name:
District Number:

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

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

Discipline Area	
------------------------	--

Improvements & Rationale for Action

--

COMPREHENSIVE PROGRAM REVIEW PROCEDURES MANUAL

SOUTHEASTERN ILLINOIS COLLEGE – DISTRICT #533-01

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	Southeastern Illinois College
Name & Title	
Phone Number	
Email Address	

College Name:
District Number:

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 20XX

Program Identification Information

6-digit CIP XX.XXXX 1 CIP per template	
Career Cluster	
Career Pathway	
Program of Study	
Community College Program Title	Degree Type

Action (ONE Action per template)

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

Improvements & Rationale for Action

[illegible]

COMPREHENSIVE PROGRAM REVIEW PROCEDURES MANUAL

College Name:
District Number:

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

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

Cross-Disciplinary Program	
---------------------------------------	--

Improvements & Rationale for Action

--

COMPREHENSIVE PROGRAM REVIEW PROCEDURES MANUAL

College Name:
District Number:

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

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

Student & Academic Support Services Area	
---	--

Major Findings and Improvements/Modifications to the Area

--

COMPREHENSIVE PROGRAM REVIEW PROCEDURES MANUAL

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

Include programs reviewed in prior years for which action was taken in the current year and/or changes resulting from planning and quality improvement initiatives.

This report is only for programs that are not already scheduled for review and for which results are not already being reported under another template.

Program Identification Information:

6-digit CIP

Career Cluster

Career Pathway

Program of Study

Community College Program Title

Degree Type

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

Action:

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

--

Improvements & Rationale for Action:

--

COMPREHENSIVE PROGRAM REVIEW PROCEDURES MANUAL

APPENDIX B

PROGRAM REVIEW

STANDARD REPORT TEMPLATES

Baccalaureate Chairperson Program Review Report

Career & Technical Education Division Chairperson Program Review Report

Community Service

Course Outline Review

Course Schedule Review

Cross-Disciplinary Program – Program Review Report

Follow-Up Report

Library Resources

Program Instructor Review

Program Review Minutes

Major Enrollment Summary

Student Support Services Supervisor – Program Review Report

COMPREHENSIVE PROGRAM REVIEW PROCEDURES MANUAL

20xx PROGRAM REVIEW PROGRAM:

BACCALAUREATE ACADEMIC DISCIPLINE DIVISION CHAIRPERSON PROGRAM REVIEW REPORT

IMPORTANT: While the primary purpose of program review is to ensure that programs are of high and/or continuing quality, the process is also a critical means of being accountable to students and others. Summaries of program reviews should provide strong evidence that recommendations for quality improvements are linked directly to the findings of a rigorous program review process. Summaries of program reviews should provide a continuous accountability loop by including information regarding the outcome(s) of recommendations from the previous review of each program.

The division chairperson, with input from program faculty, will address the following questions based upon knowledge of the program and information provided in this packet.

PROGRAM SUMMARY

Provide a brief (one or two paragraph) summary of this academic discipline that can be utilized for reporting to ICCB.

REVIEW OF PROGRAM INFORMATION - Please review and document your findings in each of the following areas:

Division/Department Website-

Master Course Outlines-

Program Goals (as specified on the Master Course Outlines)-

Program Objectives (as specified on the Master Course Outlines)-

Instructor Outlines (do they match the Master Course Outline)-

Curriculum Guides-

Course Sequence (clearly identified and stated)-

College Website Course Descriptions (Title, Hours Prerequisites, IAI Numbers, etc.)-

College Catalog – Web Version-

REVIEW OF PROGRAM GOALS AND OBJECTIVES

To what extent are the academic discipline goals and objectives being achieved?

How satisfied are students with their preparation for transfer to a four year institution?

COMPREHENSIVE PROGRAM REVIEW PROCEDURES MANUAL

PROGRAM NEED
How does this academic discipline contribute to the degrees and certificates awarded by the college?
Has there been a change in the demand for this academic discipline in the past five years?

ACADEMIC DISCIPLINE ASSESSMENT AND QUALITY ASSURANCE
What quality improvements have been implemented since the previous program review?
What are the strengths of this academic discipline?
What are the challenges of this academic discipline?
Based on the results of assessment and other information, what steps need to be taken to up-date the curriculum or improve instruction?
<p>Please indicate the methods used for assessment:</p> <p><input type="checkbox"/> Standardized Assessments</p> <p><input type="checkbox"/> Certification and Licensure Examination Results</p> <p><input type="checkbox"/> Writing Samples</p> <p><input type="checkbox"/> Portfolio Evaluation</p> <p><input type="checkbox"/> Course Embedded Questions (Pre/Post Test)</p> <p><input type="checkbox"/> Student Surveys</p> <p><input type="checkbox"/> Analysis of Enrollment, Demographic, and Cost</p> <p><input type="checkbox"/> Other</p> <p>Please provide a brief narrative regarding methods used for assessment:</p>
Please describe the results obtained through your assessment process over the past five years.
How did you use your results to improve your program over the past five years?
What future quality improvements do you recommend for implementation as a result of the assessment activities?
Briefly – what areas do you plan to assess over the next five years?

COMPREHENSIVE PROGRAM REVIEW PROCEDURES MANUAL

ACADEMIC DISCIPLINE COSTS AND BUDGET CONSIDERATIONS

Is the program cost effective? How was this determined?

What steps can be taken to offer the program more cost-effectively?

Are there needs for additional resources?

What anticipated budget considerations do you have for the next five years for this program?

How are budget considerations reflected in the Strategic Plan?

PROGRAM MASTER PLANNING/STRATEGIC PLANNING

Please summarize the history of the last 5 years of strategic planning for this program. Describe your progress toward meeting/accomplishing your program's Strategic Plan initiatives. How do these initiatives affect the budget?

STATEWIDE PROGRAM ISSUES (if applicable)

PROGRAM INNOVATIONS

Provide a narrative description of exemplary improvements or innovations. Provide at least one best practice specific to this academic discipline.

Completed by: _____

Date: _____

COMPREHENSIVE PROGRAM REVIEW PROCEDURES MANUAL

20xx PROGRAM REVIEW PROGRAM:

CAREER AND TECHNICAL EDUCATION DIVISION CHAIRPERSON PROGRAM REVIEW REPORT

IMPORTANT: While the primary purpose of program review is to ensure that programs are of high and/or continuing quality, the process is also a critical means of being accountable to students and others. Summaries of program reviews should provide strong evidence that recommendations for quality improvements are linked directly to the findings of a rigorous program review process. Summaries of program reviews should provide a continuous accountability loop by including information regarding the outcome(s) of recommendations from the previous review of each program.

The division chairperson, with input from program faculty, will address the following questions based upon knowledge of the program and information provided in this packet.

PROGRAM SUMMARY

Please provide a brief (one paragraph) summary of this program that can be utilized for reporting to ICCB.

REVIEW OF PROGRAM INFORMATION - Please review and document your findings in each of the following areas:

Division/Department Website

Master Course Outlines:

Program Goals (as specified on the Master Course Outlines)

Program Objectives (as specified on the Master Course Outlines)

Instructor Outlines (do they match the Master Course Outline)

Curriculum Guides:

Course Sequence (clearly identified and stated)

College Website Course Descriptions (Title, Hours Prerequisites, IAI Numbers, etc.)

College Catalog – Web Version

REVIEW OF PROGRAM GOALS AND OBJECTIVES

To what extent are the program goals and objectives being achieved?

How satisfied are students with their preparation for employment?

How satisfied are employers with the preparation of graduates?

COMPREHENSIVE PROGRAM REVIEW PROCEDURES MANUAL

PROGRAM NEED

How strong is the occupational demand for this program? Is there a need for the program based on trends in enrollment, completion, job placement, and labor market demand? Please explain any adverse trends.

Please indicate the methods used for assessment:

- ☐ Standardized Assessments
- ☐ Certification and Licensure Examination Results
- ☐ Writing Samples
- ☐ Portfolio Evaluation
- ☐ Course Embedded Questions (Pre/Post Test)
- ☐ Student Surveys
- ☐ Analysis of Enrollment, Demographic, and Cost
- ☐ Other

Please provide a brief narrative regarding methods used for assessment:

PROGRAM COSTS AND BUDGET CONSIDERATIONS

Is the program cost effective? How was this determined?

What steps can be taken to offer the program more cost-effectively?

Are there needs for additional resources?

What anticipated budget considerations do you have for the next five years for this program?

How are budget considerations reflected in the Strategic Plan?

PROGRAM MASTER PLANNING/STRATEGIC PLANNING

Please summarize the history of the last 5 years of strategic planning for this program. Describe your progress toward meeting/accomplishing your program's Strategic Plan initiatives. How do these initiatives affect the budget?

COMPREHENSIVE PROGRAM REVIEW PROCEDURES MANUAL

PROGRAM ADVISORY COMMITTEE/BUSINESS PARTNERS

Advisory Committee **Business Partners** Please provide information in the column space for each group.

How many committee members do you have?

How many meetings have been held during the past 5 years?

How many meetings have been held during the past year?

Does this group sufficiently represent the field?

Does this group adequately represent all regions of the College district?

Are the agendas and minutes on file?

Briefly describe the impact that the Advisory Committee and/or the Business Partners have made on this program.

STATEWIDE PROGRAM ISSUES (if applicable)

Provide a brief description of emerging state-level problems and/or program issues that will eventually affect this programs that 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.

PROGRAM INNOVATIONS

Provide a narrative description of exemplary improvements or innovations. Provide at least one best practice specific to this program.

Completed by: _____

Date: _____

COMPREHENSIVE PROGRAM REVIEW PROCEDURES MANUAL

20xx PROGRAM REVIEW PROGRAM:

COMMUNITY SERVICE

Check those community service functions your program has done on behalf of the college in the past five years:				
Number SIC Participating	For the events listed below please estimate the number of SIC employees participating, the number of events/times that event took place, and the number of individuals served.	Number of Events/Times	Number Served	List Names of Some Events
	Offered continuing education courses			
	Conducted seminars or workshops			
	Recruited and placed student volunteers			
	Hosted a conference or workshop			
	Offered programs to public schools			
	Participated as a program in a community event			
	Held an open house, tour, or orientation for students or public			
	Completed a community service project			
	Participated in a college or career day			
	Performed "pro bono" consulting			
	Taught community education courses			
	Sponsored a student club or extracurricular activity			
	Offered Retraining/In-Service Training/ Personal/ Professional Development Program			
Comments: 				

COMPREHENSIVE PROGRAM REVIEW PROCEDURES MANUAL

20xx PROGRAM REVIEW PROGRAM:

PROGRAM CONTENT/COURSE OUTLINE REVIEW TO BE COMPLETED BY THE COURSE OUTLINE SUB-COMMITTEE.

QUALITATIVE INFORMATION

Faculty Course Outlines	NONE	SOME	MOST	ALL
1. Contain clearly stated student learning outcomes in <u>measurable</u> terms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Contain course descriptions that correspond to the official college catalog located on the SIC website and the Master Course Outline.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Are clearly written and contain a topical outline of material to be covered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Contain course requirements that are clearly stated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Contain all necessary information for determining letter grades.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Are on file.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Master Course Outlines	NONE	SOME	MOST	ALL
1. Contain clearly stated student learning outcomes in <u>measurable</u> terms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Contain course descriptions that correspond to the official college catalog located on the SIC website.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Are clearly written and contain a topical outline of material to be covered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Contain course requirements that are clearly stated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Contain all necessary information for determining letter grades.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. All elements of the outline address required information in a comprehensive manner. For example, course prefix and number, course title, course hours, CS/CIP code, IAI numbers, prerequisites, students the course is expected to serve, primary method of instruction, textbook, and ADA statement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. Specific Findings by Course

COMPREHENSIVE PROGRAM REVIEW PROCEDURES MANUAL

20xx PROGRAM REVIEW PROGRAM:

COURSE SCHEDULE REVIEW

Academic advisors will address the College course schedule relative to the following areas for the specific program of study.

1. Full-time students enrolled in traditional courses on campus.
2. Part-time students enrolled in traditional courses on campus.
3. Students enrolled at other college teaching sites in the district.
4. Students enrolled in online courses that are a component of the program.
5. Any Additional Comments:

Completed by:

Date:

COMPREHENSIVE PROGRAM REVIEW PROCEDURES MANUAL

20xx PROGRAM REVIEW PROGRAM:

CROSS-DISCIPLINARY PROGRAM PROGRAM REVIEW REPORT

IMPORTANT: While the primary purpose of program review is to ensure that programs are of high and/or continuing quality, the process is also a critical means of being accountable to students and others. Summaries of program reviews should provide strong evidence that recommendations for quality improvements are linked directly to the findings of a rigorous program review process. Summaries of program reviews should provide a continuous accountability loop by including information regarding the outcome(s) of recommendations from the previous review of each program.

The division chairperson, with input from program faculty, will address the following questions based upon knowledge of the program and information provided in this packet.

PROGRAM SUMMARY

Provide a brief (one or two paragraph) summary of this academic discipline that can be utilized for reporting to ICCB.

REVIEW OF PROGRAM INFORMATION - Please review and document your findings in each of the following areas:

Division/Department Website-

Master Course Outlines-

Program Goals (as specified on the Master Course Outlines)-

Program Objectives (as specified on the Master Course Outlines)-

Instructor Outlines (do they match the Master Course Outline)-

Curriculum Guides-

Course Sequence (clearly identified and stated)-

College Website Course Descriptions (Title, Hours Prerequisites, IAI Numbers, etc.)-

College Catalog – Web Version-

REVIEW OF CROSS-DISCIPLINARY PROGRAM GOALS AND OBJECTIVES

What are the objectives of the curricula?

To what extent are the objectives of the curricula being achieved?

Is the 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?

COMPREHENSIVE PROGRAM REVIEW PROCEDURES MANUAL

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?

CROSS-DISCIPLINARY PROGRAM 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?

CROSS-DISCIPLINARY ASSESSMENT AND QUALITY ASSURANCE

What quality improvements have been implemented since the previous program review?

What are the strengths of this cross-disciplinary program?

What are the challenges of this academic discipline?

Based on the results of assessment and other information, what steps need to be taken to update the curriculum or improve instruction?

Please indicate the methods used for assessment:

- ☐ Standardized Assessments
- ☐ Certification and Licensure Examination Results
- ☐ Writing Samples
- ☐ Portfolio Evaluation
- ☐ Course Embedded Questions (Pre/Post Test)
- ☐ Student Surveys
- ☐ Analysis of Enrollment, Demographic, and Cost
- ☐ Other

Please provide a brief narrative regarding methods used for assessment:

Please describe the results obtained through your assessment process over the past five years.

How did you use your results to improve your program over the past five years?

What future quality improvements do you recommend for implementation as a result of the assessment

COMPREHENSIVE PROGRAM REVIEW PROCEDURES MANUAL

activities?

Briefly – what areas do you plan to assess over the next five years?

CROSS-DISCIPLINARY PROGRAM COSTS AND BUDGET CONSIDERATIONS

Is the cross-disciplinary program cost effective? How was this determined?

What steps can be taken to offer the cross disciplinary program more cost-effectively?

Are there needs for additional resources?

What anticipated budget considerations do you have for the next five years for this program?

How are budget considerations reflected in the Strategic Plan?

CROSS-DISCIPLINARY PROGRAM MASTER PLANNING/STRATEGIC PLANNING

Please summarize the history of the last 5 years of strategic planning for this program. Describe your progress toward meeting/accomplishing your program's Strategic Plan initiatives. How do these initiatives affect the budget?

STATEWIDE PROGRAM ISSUES (if applicable)

CROSS-DISCIPLINARY PROGRAM INNOVATIONS

Provide a narrative description of exemplary improvements or innovations. Provide at least one best practice specific to this academic discipline.

CROSS-DISCIPLINARY PROGRAM SUMMARY

Please provide a brief (one paragraph) summary of this cross-disciplinary program that can be utilized for reporting to ICCB.

Completed by: _____

Date: _____

COMPREHENSIVE PROGRAM REVIEW PROCEDURES MANUAL

Southeastern Illinois College
Follow-up Summary Report for Programs Reviewed in FY 20xx
Return to Academic Services by February 1, 20xx

Program: _____

**Division Chairperson/
Or Program Supervisor:** _____ **Date:** _____

While the primary purpose of program review is to ensure that programs are of high and/or continuing quality, the process is also a critical means of being accountable to students and others. Follow-up summaries of program reviews should provide strong evidence that recommendations for quality improvements for programs are linked directly to the findings of a rigorous program review process and should provide a continuous accountability loop by including information regarding the outcome(s) of recommendations from the previous review of each program.

Summarize actions taken as a result of the past year's program review. Respond to all recommendations that were made as well as any other changes that have taken place.

How have the actions that have taken place in the past year been tied to the program operation, including the budget process and staffing?

Based on the program review findings and action, formulate program goals with defined activities for the next review period. These goals and activities must provide a direct link to the stated mission of the institution. These goals should create a continuous assessment cycle and include information regarding the outcome(s) of recommendations from the previous review of the program/service.

(Completed for Instructional Areas Only)

All of the courses in this program/academic discipline have a master outline on file that accurately and clearly identifies all student learning outcomes. Have there been any IAI changes relating to the courses? Have student learning outcomes been reviewed and/or revised? Have any changes been implemented based upon assessment results?

Provide any additional information that may be relevant.

COMPREHENSIVE PROGRAM REVIEW PROCEDURES MANUAL

**20xx PROGRAM REVIEW
PROGRAM:**

LIBRARY RESOURCES

THE LIBRARIAN WILL ADDRESS THE LIBRARY RESOURCES PROVIDED FOR THIS PROGRAM AREA.

Librarian

Date

**20xx PROGRAM REVIEW
PROGRAM:**

INSTRUCTOR REVIEW

TO BE COMPLETED BY THE INSTRUCTORS OF THE ACADEMIC DISCIPLINE

Instructors:

Date:

_____	_____
_____	_____
_____	_____

I. Instructional Resources and Support

A. Bookstore:

Adequate N/A Inadequate

1. Customer Service

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

2. Availability

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

3. Comments:

B. Library: (Please review Library Resources)

Adequate N/A Inadequate

1. Books

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

2. Periodicals

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

3. Electronic Products/Services

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

4. Customer Service

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

5. Library Orientation

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

6. Comments:

C. Media Center:

Adequate N/A Inadequate

1. Turn Around Time

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

2. Production Materials and Services

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

3. Quality of Work

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

4. Customer Service

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

5. Availability

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

6. Online Student Orientation

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

7. Online Course Support for Students

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

8. Online Course Support for Instructors

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

9. Two-way Interactive Technical Support

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

10. Smart Classroom Technical Support

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

11. Staff Development/Technology Training for Instructors

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

12. Comments:

D. Secretarial Support Services:

Adequate N/A Inadequate

COMPREHENSIVE PROGRAM REVIEW PROCEDURES MANUAL

1. Quality of Work 2. Customer Service 3. Turn Around Time 4. Comments:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
II. Instructional Facilities	
E. Information Technology 1. Technical Support 2. Quality of Work 3. Customer Service 4. Response Time 5. Comments:	Adequate N/A Inadequate <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
F. Student Success Center (Learning Lab) 1. Tutoring Services 3. Testing Services 4. Comments:	Adequate N/A Inadequate <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
G. ADA Support Services	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
III. Equipment	
A. Instructional Equipment 1. Instructional equipment is up-to-date for the program area. 2. Instructional equipment is available in sufficient quantity. 3. Equipment is in safe operating condition utilizing appropriate safety 4. Comments	Adequate N/A Inadequate <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

COMPREHENSIVE PROGRAM REVIEW PROCEDURES MANUAL

IV. Program Marketing, Recruitment, and Retention			
A. Marketing	Adequate	N/A	Inadequate
1. Marketing materials are current, accurate, and informative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Marketing materials are developed in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. College website supports program area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Media releases (print, radio, TV) prepared in a timely manner as appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Faculty communicates marketing needs on a regular basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Comments:			
B. Recruitment	Adequate	N/A	Inadequate
1. Recruitment is accomplished throughout the district using accurate, current info.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Faculty communicates recruitment needs on a regular basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Comments:			
C. Retention	Adequate	N/A	Inadequate
1. Retention efforts are timely and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Faculty communicates retention needs on a regular basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Comments:			
V. COMMUNITY SERVICE (List the community service functions your program has participated in on behalf of the College during the past five years. Estimate the total number of events, staff, and participants.)			
1. Comments			

20xx PROGRAM REVIEW:

PROGRAM REVIEW MINUTES

Date of Review:

Individuals Present:

Comments:

COMPREHENSIVE PROGRAM REVIEW PROCEDURES MANUAL

Program: Major Enrollment Summary

Prefix & Number
Major Code
PCS/CIP Code

	2008-2009 EX 08	2009-2010 EX 09	2010-2011 EX 10	2011-2012 EX 11	2012-2013 EX 12
	FY 09*	FY 10	FY 11	FY 12	FY 13
	NA	ICCB SU	ICCB SU	ICCB SU	ICCB SU
Majors ^{7/8}					
Graduates/Completers ⁶					
Total Sections ²					
Parent Sections					
Child Sections					
Total Enrolled (duplicated) ¹					
Total Enrolled (unduplicated) ¹					
H.S./Dual Credit (duplicated)					
H.S. Dual Enrolled (duplicated)					
Sem. Hours Generated ¹					
Avg. Enrollment per Section					
FT Instructors ¹					
Sem. Hrs. Gen. by FT Instructors					
Student Headcount (duplicated)					
Adjunct Instructors ¹					
Sem. Hrs. Gen. by Adjunct Instructors					
Student Headcount (duplicated)					
Selected Course Prefix Credit Hour by Major ⁴					
Credit Hours					
Total Headcount					
male					
female					
Selected Courses by Major ⁵					
Credit Hours					
Total Headcount					
Male					
Female					
Credit Hour Totals by Major ³					
Credit Hours					
Headcount (Unduplicated)					
Male					
Female					
Instructional Delivery (Credit Hours Generated/Duplicated Headcount) ¹					
Traditional					
Interactive Distance Learning					
Internet Based					
Hybrid					

*In 2009, SIC converted from Jenzabar TE to EX. Data for FY 2009 require a different query than the data from 2010 and beyond. The spring semester of FY 2009 data was deleted during the data conversion, which does not allow for comparative data for that year.

Unit Cost Study data is no longer being used by ICCB and is unavailable. Therefore, Unit Cost Study will no longer be included in the institutional program review reports.

COURSES BY PCS/CIP CODE				

Program Review Enrollment Data Reports

1. R_Course_Instructor_Hours

Report provides credit hours and duplicated headcounts of students enrolled in selected fiscal year. Since data is sorted by instructor type (full time or adjunct), totals are provided for each instructor. Further breakdowns by instructor include credit hours and duplicated headcounts by instructional delivery as well as the duplicated headcounts of dual credit and dual enrolled students. DOC students and any student who drops the course before the course census date are excluded.

(10 Day)

2. R_Course_list

Report lists all sections of selected course within a given year range. The course information is sorted by fiscal year, parent/child relationship and then by course. This allows for an unduplicated count of course by type(parent/child) as well as a summary of credit hours generated. At headcount of students enrolled at the end of the term is also provided. Since this is course based data, it does potentially include DOC courses. **(End of Semester)**

3. R_Credit_Hours_By_Major

Report provides an unduplicated headcount of students enrolled within a selected fiscal year range based upon their Major code in their term based record data. Headcounts are provided by gender and student classification. Total unduplicated headcount and credit hours enrolled is included. Report excludes DOC, students taking non-credit courses and those who drop their courses before the course midterm date. **(Mid-Term)**

4. R_Credit_Hours_My_Major_And_Dept

Similar to r_credit_hours_by_major but in addition there is a filter for only those courses that are in a certain department. These courses are selected by their Prefix (ENG, MATH, BUS, WELD, etc.) **(Mid-Term)**

5. R_Credit_Hours_By_Major_Courses

Similar to R_Credit_Hours_By_Major and R_Credit_Hours_By_Major_And_Dept but instead of selecting students by course prefix, it selects by course (ENG 121 or BUS 111 for example). It is important to note which courses are specified as this is not printed on the report itself.

NOTE for any report using A1 data: This report cannot be run for the 'current' year until after the A1 is final- typically in August. **(Mid-Term)**

6. Graduates_By_Major

By major code, the number of graduates from SIC within a selected date range. **(End of Year – based upon date range provided)**

7. R_Program_Review_A1_Major_Enr_Dtl

List of student IDs from our A1 submission who's A1 Curriculum matches the selected Major Code. **(End of Fiscal Year)**

8. R_Program_Review_A1_Major_Enr_Sum

Similar to R_Program_Review_A1_Major_Enr_Dtl but instead of a detailed list, the reports list unduplicated headcounts of students with the selected major broken down by the students' residency code. **(End of Fiscal Year)**

9. R_Program_Review_Su_Fy_Crs_Hrs_Pfx

This report lists all courses from the SU credit hour claim with the selected prefix (ENG, MATH, etc.). Totals are provided for total credit hours, reimbursable credit hours and headcount, total enrolled, total number of sections, average headcounts (both total and reimbursable), and the number of hours taught by full-time and adjunct instructors. **(End of Semester)**

10. R_Program_Review_Su_Fy_Crs_pcs

Same report as R_Program_Review_Su_Fy_Crs_Hrs_Pfx, but instead of selecting courses by prefix, the courses are selected by the courses' PCS. **(End of Semester)**

COMPREHENSIVE PROGRAM REVIEW PROCEDURES MANUAL

STUDENT SUPPORT SERVICES SUPERVISOR - PROGRAM REVIEW REPORT

IMPORTANT: While the primary purpose of program review is to ensure that programs are of high and/or continuing quality, the process is also a critical means of being accountable to students and others. Summaries of program reviews should provide strong evidence that recommendations for quality improvements are linked directly to the findings of a rigorous program review process. Summaries of program reviews should provide a continuous accountability loop by including information regarding the outcome(s) of recommendations from the previous review of each program.

The Student Support Services Supervisor, with input from program staff, will address the following questions based upon knowledge of the program and information provided in this packet.

REVIEW OF ACADEMIC DISCIPLINE INFORMATION - Please review and document your findings in each of the following areas:

PROGRAM: Disability Services

Status Website

Status Printed Materials About This Program Area

Status Other – please specify

Revisions:

REVIEW OF GOALS AND OBJECTIVES

To what extent are the Student Support Service goals and objectives being achieved?

How satisfied are students with the services provided by this program/support area?

NEED

How does this Student Support Service contribute to the degrees and certificates awarded by the college?

Has there been a change in the demand for this Student Support Service in the past five years?

ASSESSMENT AND QUALITY ASSURANCE

What quality improvements have been implemented since the previous program review?

What are the strengths of this Student Support Service?

What are the challenges of this Student Support Service?

Based on the results of assessment and other information, what steps need to be taken to improve the Student Support Service?	
Please indicate the methods used for assessment:	Please provide a brief narrative regarding methods used for assessment:
<input type="checkbox"/> Standardized Assessments <input type="checkbox"/> Student Surveys <input type="checkbox"/> <input type="checkbox"/> Other	
Please describe the results obtained through your assessment process over the past five years.	
How did you use your results to improve your program over the past five years?	
What future quality improvements do you recommend for implementation as a result of the assessment activities?	
Briefly – what areas do you plan to assess over the next five years?	

COSTS AND BUDGET CONSIDERATIONS
Is the Student Support Service cost effective? How was this determined?
What steps can be taken to offer the Student Support Service more cost-effectively?
Are there needs for additional resources?
What anticipated budget considerations do you have for the next five years for this Student Support Service?
How are budget considerations reflected in the Strategic Plan?
Please summarize the history of the last 5 years of strategic planning for this program. Describe your progress toward meeting/accomplishing your program's Strategic Plan initiatives. How do these initiatives affect the budget?
STATEWIDE PROGRAM ISSUES (if applicable)

Provide a brief description of emerging state-level problems and/or Student Support Service issues that will eventually affect this program.

INNOVATIONS

Provide a narrative description of exemplary improvements or innovations. Provide at least one best practice specific to this Student Support Service.

PROGRAM SUMMARY

Please provide a brief (one paragraph) summary of this Student Support Service Program that can be utilized for reporting to ICCB.