Illinois Community College Board

Program Review Manual

For Submission of College Annual Program
Review Reports
Revised: May 2021

Fiscal Year 2022-2026

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Section I: General Overview

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

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

This purpose aligns with the ICCB goals focused on reducing inequities, strengthening programming, and contributing to the economic development of the state.

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

Process
The Statewide Program Review process is designed to complement college-level planning and decision making, and reflect on the integration of various programs and services, in addition to providing information that will assist the ICCB in fulfilling its statutory responsibilities. Program review can be a critical tool for continuous improvement and evaluation of programs and services offered by the college. Prepared with adequate data, program review can be instrumental in identifying inequities, including racial equity gaps, and can serve as a process to engage stakeholders purposefully in advancing equity. Program review should be aligned and integrated with other continuous quality improvement processes. These processes may include but are not limited to strategic planning of instructional programming, development of the annual calendar, data submission and reporting, and accreditation review.

Guidelines, templates, and schedules have been developed to assist the colleges in reviewing four (4) major program/service areas:
1) Career and Technical Education,

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

All four areas, including all programs within each area, are to be reviewed on a five-year cycle. The schedule represents the program areas and courses to be reviewed during each fiscal year. See the Program Review Schedule on page 53 in this manual for more information.

Submission of the review, using the program specific templates, to the ICCB is required by September 1st of every year. Program review submissions are reviewed by a team of ICCB staff. Additional requests for information, especially if there are inadequate or missing sections, may be required throughout the year. Within the fiscal year, ICCB staff will contact you with specific feedback, consistent with the statutory authority of the agency. Failure to complete and/or submit program review under the statewide process will be assessed by the ICCB and reflected in the college's Recognition Review conducted by the ICCB.

Section II: Completing the Review

Program Review Areas

Every year, specific instructional programs and services will be reviewed in each of the four main areas consistent with the 5-Year Program Review Schedule. The schedule is not all inclusive, particularly for CTE programs. While all major 2-digit Classification of Instructional Programs (CIP) codes representing general groupings of programs are denoted in the schedule, common four-digit CIP codes are provided as an example for each year. Specific programs not listed in the schedule should be reviewed in fiscal years with similar programs and/or CIP code groupings. Please note that additional 2 and 4-digit CIP codes have been added to the Schedule. If colleges have previously slated these programs for review in different years, please denote that in the year it is scheduled for review and the year in which it is being submitted (if not aligned with the schedule).

Templates are provided specific to each review area in Section V: Review Instruments and Section VI: Cross-Disciplinary Review Instruments. These templates **must** be utilized for the college's program review submission.
  ➢ Complete a separate template for each program/course. *If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within that respective template **or by** utilizing a separate template. This is at the discretion of the college.*
  ➢ Complete the template in its entirety. **Do not delete questions**, but additional questions may be added to fully integrate the review templates with the institution's own review processes.
  ➢ Failure to fully complete the review templates will result in the specific program review submission being rejected.
  ➢ Convoluted narrative responses are discouraged. Answer questions succinctly providing only the information requested.

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

Academic Disciplines
The academic disciplines are the courses and sequences of courses in Communications, Mathematics, Physical and Life Sciences, Humanities and Fine Arts, and Social and Behavioral Sciences. These reviews should focus on the quality of individual courses and clusters of courses, as well as how successful the discipline area as a whole is in achieving its goals.

Student & Academic Support Services
Student and Academic Support Services are non-instructional activities that support instruction and student persistence. It is suggested that colleges review all of their student

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

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

Cross-Disciplinary Instruction

Cross-disciplinary instruction is curriculum that incorporates courses from two or more instructional areas. These curricula are designed to support broad goals related to a college's mission and include:

- Developmental Mathematics: preparatory courses in the mathematics that are used to raise skill level so as to be ready for college level mathematics coursework. These courses generally are not used to accumulate college-level credit.
- Developmental English Language Arts (Reading and Communication Skills): preparatory courses in the English Language Arts that are used to raise skill level so as to be ready for college level mathematics coursework, These courses generally are not used to accumulate college-level credit.
- Adult Education and Literacy: academic instruction and education services below the postsecondary level that increase an individual's ability to (A) read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent; (B) transition to postsecondary education and training; and (C) obtain employment. (WIOA Sec. 203(1))
- English Language Acquisition: a program of instruction (A) designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and (B) that leads to attainment of a secondary school diploma or its recognized equivalent and transition to postsecondary education and training; or employment. (WIOA Sec. 203(6))
- Vocational Skills (PCS 1.6): used to classify students who are enrolled primarily in vocational skills courses to review or upgrade present vocational skills on a full- or part-time basis or to learn a specific, short-term occupational skill.

These reviews should focus on the quality of offerings and how successful the cross-

disciplinary area is as a whole in achieving its goals. The reviews of cross-disciplinary curricula build upon the reviews of academic disciplines and occupational programs as appropriate.

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

Other Program Actions

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

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

Program Review Expectations

In general, college program review processes should:

➤ At a minimum, systematically examine the **need**; **cost**; and **quality** of individual programs and services, ensuring that programs continue to be responsive to local needs, cost-efficient, and integrate quality components into programming;
➤ Involve faculty and appropriate administrators who are directly responsible for the areas being reviewed as well as faculty, academic support professionals, and administrators from across the campus as appropriate;
➤ Employ relevant information such as assessment results appropriate to the unit, as well as comparative data on enrollments, completions, and costs using the most recent audited state-level data;
➤ Be responsive to identified areas of weakness by developing and implementing feasible and measurable action steps;
➤ Include the use of disaggregated data to uncover and address equity gaps in programming, performance, or service;
➤ Assure that the process is well documented and use the results to inform campus planning initiatives, quality improvement efforts, and budget allocation decisions;
➤ Report results and actions resulting from reviews to local boards, advisory committees, and other stakeholders as appropriate;
➤ Adhere to a minimum review cycle of once every five years for all programs listed in the Program Review Schedule.

Additional information for each of these standards is included on the templates and will help guide colleges to successfully review a program. In addition to the templates, supplemental resources (i.e. FAQs, webinars, etc.) to assist colleges and their staff in

reviewing their programs or courses are provided on the Program Review website. If college staff are seeking technical assistance, please direct all questions to iccb.programreviewsubmission@illinois.gov.

Utilizing and Disaggregating Data for Program Review

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

State and local labor market data, including occupational and industry employment projections and wage data, are available through various resources including the Illinois Department of Employment Security (IDES) (https://illinois.virtuallmi.com/vosnet/dashboards/defaultana.aspx?menuid=MENU_STA RT_PAGE_DASHBOARD_ANA) or can made available by local workforce innovation boards.

Other data as collected by the institution or program are encouraged to be used and should be cited appropriately. Examples of other data sources including results from the Perkins V Comprehensive Local Needs Assessment, Postsecondary Data Profiles, ICCB Underrepresented Groups Report, DAISI, and Adult Education Index of Need. Other resources regarding the utilization of data for program improvement or the disaggregation of data are provided on ICCB's Program Review webpage or Program Review Illinois.

Section III: Submission Requirements

Annual reviews are to be completed in full and submitted to ICCB.programreviewsubmission@illinois.gov by September 1st of each year. Failure to submit on time, or without an approved extension, will result in an audit finding for the ICCB. All program review documents and templates should be compiled and submitted at one time. If the submission will not be collated as one document or file, which is recommended, all templates must be appropriately labeled and submitted within a zip drive. Failure to submit documents in this manner will result in the submission being rejected and will require resubmission by the college. The submission should include the following:

> ➢ A completed Program Review Cover Page;
> ➢ Completed review templates for all four areas and programs listed in the schedule for the fiscal year being reviewed; and
> ➢ Completed "Other Program Actions" Templates based on prior review cycles, if appropriate.

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

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

Section IV: Cover Page

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

Section V: Review Instruments

Career & Technical Education				
College Name:				
Academic Years Reviewed:				
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.				

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	

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Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	

CTE Program Review Analysis	
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	

Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	

1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	
Indicator 2: **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness:* *https://www.iccb.org/academic_affairs/program-review/)*	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	
2.2 What are the findings of the cost-effectiveness analysis?	
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like	

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programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	
2.5 How will the college increase the cost- effectiveness of this program?	
2.6 Did the review of program cost result in any actions or modifications? Please explain.	
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	

3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	
3.7 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	

3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	
3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	
3.17 What is the status of the current technology and equipment used for this program?	
3.18 What assessment methods are used to ensure student success?	
3.19 How are these results utilized and shared with others at the institution for continuous	

improvement?	
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	
3.25 What are the program's strengths?	
3.26 What are the identified or potential weaknesses of the program?	
3.27 Did the review of program quality result in any actions or modifications? Please explain.	
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.	

Performance and Equity					
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available. Each year may represent a cohort.					
CTE Program					
CIP Code					
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled					
Number of Completers					
Other (Please identify)					
What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	
How does the data support the program goals? Elaborate.	

Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	
Are the students served in this program representative of the total student population? Please explain.	
Are the students served in this program representative of the district population? Please explain.	

Review Results	
Action	☐ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	

Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	
Resources Needed	
Responsibility Who is responsible for completing or implementing the modifications?	

Academic Disciplines

College Name:	
Academic Years Reviewed:	
Discipline Area:	

Review Summary

Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.

Program Objectives What are the objectives of the discipline?	
To what extent are these objectives being achieved? How do you know the extent to which they are being achieved?	
How does this discipline contribute to other fields and the mission of the college, including addressing the college's vision for equitable access for students?	
Prior Review Update Describe any quality improvements or modifications made since the last review period.	

Review Analysis

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

Indicator 1: Need	Response
1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	
1.2 How will students be informed or recruited for this discipline?	

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

3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	
3.4 What professional development is offered for full- and/or part-time faculty in this discipline? Is all professional development offered to both full time and adjunct faculty?	
3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	
3.6 How does the discipline identify and support "at-risk" students? What supports are available to these students and how are students made aware of these supports?	
3.7 To what extent is the discipline integrated with other instructional programs and services?	
3.8 What does the discipline or department review when developing or modifying curriculum?	
3.9 When a course has low retention and/or success rates, what is the process to address these issues? Are data reviewed to determine if one student population is disproportionately affecting course success rates? If so, how does the college address these disparities?	
3.10 How does the college determine student success in this discipline?	
3.11 Did the review of quality result in any actions or modifications? Please explain.	

List any barriers encountered while implementing the discipline.

Performance and Equity Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area					
Course Title					
Course Description					
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled					
Credit Hours Produced					
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students					
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.					
What disaggregated data was reviewed?					
Were there identifiable gaps in the data? Please explain.					
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.					
Program Objectives If program objectives are not being met, what action steps will be taken to					

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achieve program objectives?	
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	
Resources Needed	
Responsibility Who is responsible for completing or implementing the modifications?	

Student and Academic Support Services

Address all fields in the template with an equity lens. If needed, you may provide a link to support your submission. Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying these data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

College Name:	
Academic Years Reviewed:	
Review Area:	
Review Team Please identify the names and titles of staff and faculty who were major participants in the review of this program/service and their role or engagement in this process.	
Mission How does the program/service contribute to the mission of the college?	
Advancement of Equity How does the program/service help advance equity?	
Service Objectives Please provide a brief overview of the program or service being evaluated. What are the overarching goals/ objectives of the program/service?	
To what extent are these objectives being achieved? Please detail how achievement of program/service objectives is being measured or assessed?	

Past Program Review Action What action was reported last time the program/service was reviewed? Were these actions completed? If not, what were the identified barriers to action?	

Indicator: Need

1.1. Is this program or service statutorily required? If yes, is the college meeting the required elements? How does the college ensure it meets all required elements?	
1.2 What is the ***need*** for this program/service and how does the institution determine ***need***?	
1.3 If applicable, what is the student usage for this program/service?	
1.4 How does the student usage compare to assessed need of the program/service?	

Indicator: Cost

2.1 What are the current expenditures of the department?	
2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?	

Indicator: Quality

3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?	
3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service?	
3.3 What, if any, innovations have been implemented within this program/service that other colleges may want to learn about? How have these innovations had an impact on student success?	
3.4 What are the strengths of this program or service?	
3.5 What are the challenges or weaknesses of the program/service?	
3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.	
3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions? .	
3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?	
3.9 Were there any identifiable equity gaps in the data? Please explain.	

3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?	
3.11 How does the program or service address inequities in instructional programs, if appropriate?	

Review Results	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	
To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	
Resources Needed	
Responsibility Who is responsible for completing or implementing the modifications?	

Section VI: Cross-Disciplinary Review Instruments

DEVELOPMENTAL MATH	
COLLEGE NAME:	
FISCAL YEAR IN REVIEW:	

REVIEW SUMMARY	
Program Objectives What are the objectives or goals of the program/discipline?	
To what extent are these objectives or goals being achieved? How do you know the extent to which they are being achieved?	
How does this program contribute to other fields and the mission of the college?	
Prior Review Update Describe any quality improvements or modifications made since the last review period.	

REVIEW ANALYSIS	
Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. Review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Indicator 1: Need	**Response**
1.1 Detail how the offerings are sufficient and aligned to meet the needs of students across all programs served and supportive academic programs (e.g. tutoring, co-requisite, summer bridge, AE-ICAPS, foundational mathematics).	
INDICATOR 2: COST EFFECTIVENESS	*RESPONSE*
2.1 What are the costs associated with this program?	
2.2 How is the college paying for this program and its costs (e.g. grants, etc.)?	
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? If so, please elaborate.	

2.4 Based upon this review, what steps are being taken to offer curricula more cost-effectively?	
2.5 Are there needs for additional resources? If so, what are they?	
INDICATOR 3: QUALITY	**RESPONSE**
3.1 How is the college working with high schools to reduce developmental needs?	
3.2 What is the college doing to develop and implement co-requisite or pathway models to ensure students placing into development education finish the sequence within one academic year?	
3.3 Provide a description of the developmental sequence. Colleges may attach a graphic representation.	
3.4 Are there any alternative delivery methods of this program? (online, flexible-scheduling, team-teaching, accelerated, etc.)?	
3.5 What innovation has been implemented or brought to this program?	
3.6 To what extent is the program integrated with other instructional programs and services?	
3.7 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	
3.8 How well are completers of developmental courses doing in related college-level courses?	
3.9 What professional development or training is offered to instructors and/or staff to ensure quality programming?	
LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM.	
DATA ANALYSIS FOR DEVELOPMENTAL MATH	

Please complete for each course reviewed as part of the Developmental Math, Cross-Disciplinary Review. Provide the most recent 5-year longitudinal data available.					
COURSE TITLE					
COURSE DESCRIPTION					
	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*
NUMBER OF STUDENTS ENROLLED					
CREDIT HOURS PRODUCED					
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS					

REVIEW RESULTS	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	
Resources Needed	
Responsibility Who is responsible for completing or implementing the modifications?	

Developmental English Language Arts (Reading and Communication Skills)

College Name:	
Fiscal Year in Review:	

Review Summary

Program Objectives What are the objectives or goals of the program?	
To what extent are these objectives or goals being achieved? How do you know the extent to which they are being achieved?	
How does this program contribute to other fields and the mission of the college?	
Prior Review Update Describe any quality improvements or modifications made since the last review period.	

Review Analysis

Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. Review will be sent back if any of the below fields are left empty or inadequate information is provided.

Indicator 1: Need	Response
1.1 Detail how the offerings are sufficient and aligned to meet the needs of students and supportive academic programs.	

Indicator 2: Cost Effectiveness	Response
2.1 What are the costs associated with this program?	
2.2 How is the college paying for this program and its costs (e.g. grants, etc.)?	
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? If so, please elaborate.	
2.4 Based upon this review, what steps are being taken to offer curricula more cost-effectively?	

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

DATA ANALYSIS FOR ENGLISH LANGUAGE ARTS Please complete for each course reviewed as part of the Developmental English Language Arts, Cross-Disciplinary Review. Provide the most recent 5-year longitudinal data available.	
COURSE TITLE	

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Course Description					
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Number of Students Enrolled					
Credit Hours Produced					
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students					
Review Results					
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.					
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?					
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?					
Resources Needed					
Responsibility Who is responsible for completing or implementing the modifications?					

Adult Education and Literacy

College Name:	
Academic Years Reviewed:	

Performance and Equity
Please complete for the ABE/ASE program reviewed. Data for each year may represent a cohort.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled					
Number of Completers					
Number of Students in a Bridges course:					
Number of Students in an ICAPS course:					
Number of Students in Workplace Literacy Training:					
Other (Please identify)					
How does the data support the program goals? Elaborate.					
Are there any identifiable gaps? If so, please explain.					
What is the college doing to overcome any identifiable gaps?					
Specifically, what is the college doing to overcome racial equity gaps if racial equity gaps exist?					

Review Summary

Program Objectives What are the objectives of the program?	
To what extent are these objectives or goals being achieved? How do you know the extent to which they are being achieved?	
How do your program objectives align with the goals and objectives in the 2018-2023 Illinois Adult Education Strategic Plan?	
What gaps were identified as it relates to program need?	

What additional support is needed to help students transition to postsecondary education or employment?	
Based upon this review, what steps are being taken to offer curricula more cost-effectively?	
Discuss how the program strengths will lead to improved student outcomes.	
Prior Review Update Describe any quality improvements or modifications made since the last review period.	

Review Analysis

Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. Review will be sent back if any of the below fields are left empty or inadequate information is provided.

Indicator 1: Need	**Response**
1.1 Detail how the ABE/ASE offerings align with the Index of Need and priority populations identified in WIOA for the program area.	
1.2 Detail how the Bridge and ICAPS offerings are aligned with both college offerings and LWIB lists.	
1.3 Detail how past ABE/ASE enrollment trends mirror the index of need for the program area.	
1.4 Detail how Bridge Program enrollment trends mirror the index of need.	
1.5 How will students from vulnerable populations (hardest to serve) be recruited and retained?	
Indicator 2: Cost Effectiveness	**Response**
2.1 What is the cost per student associated with this program?	

2.2 How is the college supporting the training portion of an IET for adult education students?	
2.3 Identify if and how your program utilizes Ability to Benefit for Adult Education students.	
2.4 Explain how institutional dollars provided to the Adult Education program are used to increase student outcomes.	
2.5 What sources are being utilized in braided funding?	
2.6 Identify any sustainability plans for adult education, ICAPS and Bridge programs.	
2.7 Are there needs for additional resources? If so, what are they?	
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	
3.2 What are the potential weaknesses of the program?	
3.3 How is the college ensuring that the adult education program is using the state required Illinois Content Standards in the delivery of instruction?	
3.4 Identify existing ICAPS programs and how they have been incorporated across the institution. List any plans for future ICAPS programs.	
3.5 Detail various instructional delivery methods of this program. (online, flexible-scheduling, team-teaching, accelerated, etc.)	
3.6 What innovation has been brought to or implemented in this program?	
3.7 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	

3.8 What professional development or training is offered to instructors and/or staff to ensure quality programming (including ICCB-sponsored activities)?	
3.9 Identify barriers to successful implementation of ICAPS programs and strategies to address these barriers.	
3.10 How does the program partner with WIOA Core partners to ensure adult education students successfully transition to post-secondary education?	
3.11 Detail the types of professional development related to Bridge and ICAPS programming in which staff have participated.	
3.12 Discuss how ABE/ASE and transition courses provide the academic skills necessary for students to be successful in post-secondary education and training.	
3.13 Detail how technology skills are being integrated into instruction to improve student outcomes.	

List any barriers encountered while implementing the program.

Review Results	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	

Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	
Resources Needed	
Responsibility Who is responsible for completing or implementing the modifications?	

English Language Acquisition (Title II- Adult Education and Literacy Program)

This review is meant to evaluate the English Language Acquisition program authorized and funded under WIOA Title II- Adult Education and Literacy Program, including the Integrated English Language and Civics Education program.

College Name:	
Academic Years Reviewed:	

Performance and Equity
Please complete for the ELA program reviewed.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled					
Number of Completers					
Number of Students in a Bridges course:					
Number of Students in an ICAPS course:					
Number of Students in Workplace Literacy Training					
Other (Please identify)					
How does the data support the program goals? Elaborate.					
Are there any identifiable gaps? If so, please explain.					
What is the college doing to overcome any identifiable gaps?					
Specifically, what is the college doing to overcome racial equity gaps if racial equity gaps exist?					

Review Summary

Program Objectives What are the objectives of the English Language Acquisition program?	
To what extent are these objectives or goals being achieved? How do you know the extent to which they are being achieved?	
How do your program objectives align with the goals and objectives in the 2018-2023 Illinois Adult Education Strategic Plan?	
What gaps were identified as it relates to program need?	

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What additional support is needed to help students transition to post-secondary or employment?	
Based upon this review, what steps are being taken to offer curricula more cost-effectively?	
Discuss how the program strengths will lead to improved student outcomes.	
Prior Review Update Describe any quality improvements or modifications made since the last review period.	

Review Analysis

Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. Review will be sent back if any of the below fields are left empty or inadequate information is provided.

Indicator 1: Need	Response
1.1 Detail how the ELA offerings align with the Index of Need and priority populations identified in WIOA for the program area.	
1.2 Detail how the Bridge and ICAPS offerings are aligned with both college offerings and LWIB lists.	
1.3 Detail how past ELA enrollment trends compare to the index of need.	
1.4 Detail how Bridge Program enrollment trends compare to the index of need.	

Indicator 2: Cost Effectiveness	Response
2.1 What is the cost per student associated with this program?	
2.2 How is the college supporting the training portion of an IET for adult education students?	
2.3 Explain how institutional dollars provided to the Adult Education program are used to increase ELA student outcomes.	
2.4 What sources are being utilized in braided funding?	

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2.5 Identify any sustainability plans for adult education, ICAPS and Bridge programs.	
2.6 Are there needs for additional ELA resources? If so, what are they?	
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	
3.2 What are the potential weaknesses of the program?	
3.3 How is the college ensuring that the adult education program is using the Illinois ELA Content Standards in the delivery of instruction?	
3.4 Identify existing ICAPS programs with ELA students and how they have been incorporated across the institution. List any plans for future ICAPS programs.	
3.5 Detail various instructional delivery methods of this program. (online, flexible-scheduling, team-teaching, accelerated, etc.)	
3.6 What innovation has been brought to or implemented in the program?	
3.7 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	
3.8 What professional development or training is offered to instructors and/or staff to ensure quality programming (including ICCB-sponsored activities)?	
3.9 Identify barriers to successful implementation of ICAPS programs and strategies to address these barriers.	
3.10 How does the program partner with WIOA Core partners to ensure ELA students successfully transition to post-secondary education?	
3.11 Detail the types of professional development where staff have participated related to ELA Bridge and ICAPS programming.	

3.12 Discuss how ELA and transition courses provide the academic skills necessary for students to be successful in post-secondary education and training.	
3.13 Detail how technology skills are being integrated into instruction to improve student outcomes.	
3.14 How do adult education students access college services – library, tutoring, admissions, health counseling, etc.?	
3.15 How is numeracy covered in the ELA program's various offerings?	
3.16 Is the ELA program entirely or partially funded by the IELCE grant? If so, how are the components being addressed?	

List any barriers encountered while implementing the program.

Review Results- Next Steps	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications in need, transitions, cost, and quality.	
Intended Action Steps Detail action steps to be completed in the future based on this review for need, transitions, cost, and quality with a timeline and/or anticipated dates.	
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	
Resources Needed	

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

VOCATIONAL SKILLS	
COLLEGE NAME:	
FISCAL YEAR IN REVIEW:	
REVIEW SUMMARY	
Program Objectives What are the objectives or goals of the program?	
To what extent are these objectives or goals being achieved? How do you know the extent to which they are being achieved?	
How does this program contribute to other fields and the mission of the college?	
Prior Review Update Describe any quality improvements or modifications made since the last review period.	

REVIEW ANALYSIS

Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. Review will be sent back if any of the below fields are left empty or inadequate information is provided.

Indicator 1: Need	**Response**
1.1 Detail how the offerings are sufficient and aligned to meet the needs of students and supportive academic programs.	
1.2 How will students be informed or recruited for this program?	
1.3 Please detail past enrollment trends and anticipated enrollment numbers for the next 5 years, if applicable.	
INDICATOR 2: COST EFFECTIVENESS	*RESPONSE*
2.1 What are the costs associated with this program?	
2.2 How is the college paying for this program and its costs (e.g. grants, etc.)?	

2.3 Based upon this review, what steps are being taken to offer curricula more cost-effectively?	
INDICATOR 3: QUALITY	**RESPONSE**
3.1 What are the program's strengths?	
3.2 What are the identified or potential weaknesses of the program?	
3.3 How does the college measure students' success in up-grading skills related to their employment or acquiring skills for new employment?	
3.4 How are vocational skills offerings appropriately integrated with other programs and services?	
3.5 How does the college ensure vocational courses meet the criteria outlined in the Administrative Rules? • Prepare for entry-level employment • Upgrade students' existing skills • Prepare students for credentialing	
3.6 If applicable, how does the college ensure programming provides on-ramps to additional education and training (i.e. credit programming)?	
3.7 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	
3.8 What professional development or training is offered to instructors and/or staff to ensure quality programming?	
3.9 Please provide an analysis of retention and/or completion or, performance goal achievement, for the program.	
LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM.	

REVIEW RESULTS	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	
Resources Needed	
Responsibility Who is responsible for completing or implementing the modifications?	

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Prior Review Supplemental Information

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

COLLEGE NAME:	
FISCAL YEAR REVIEWED:	
REVIEW AREA/PROGRAM:	
ACTION	☐ Continued with minor improvement ☐ Significantly modified ☐ Discontinued/Eliminated ☐ Placed on inactive status ☐ Scheduled for further review ☐ Other, please specify:
Detail all major findings, improvements, or modifications resulting from the prior review.	

ICCB Program Review Summary Report Checklist

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

☐ Cover Page

☐ Current Cycle Review Templates
- ☐ Career and Technical Education
- ☐ Academic Disciplines
- ☐ Student and Academic Support Services
- ☐ Cross-Disciplinary

☐ Prior Review Supplemental Information Template (if necessary)

☐ Other Attachments as Necessary

ICCB 5-Year Program Review Schedule					
Review Area	**FY2022**	**FY2023**	**FY2024**	**FY2025**	**FY2026**
Academic Disciplines	Communications	Mathematics	Physical and Life Sciences	Humanities and Fine Arts	Social and Behavioral Sciences
Student and Academic Support Services	Admissions, Registration, and Records	Learning and Tutoring Centers	Financial Aid and Bursar	Disability Services	Athletics
	Recruiting	Career and Placement Services		Counseling and Advising	
		Other Areas (Optional): Veterans' Services, DEI Centers and Programs, Campus Security, Online Learning		Library Services	Student Activities
Cross-Disciplinary Instruction	English Language Acquisition (Including IELCE)	Developmental Mathematics	Developmental English Language Arts	Adult Education and Literacy	Vocational Skills
Career and Technical Education	09 Communication, Journalism, and Related Programs	12 Personal and Culinary Services Cosmetology-1204 Culinary-1205 Culinary, Other-1299	12 Personal and Culinary Services Mortuary Sci-1203 Casino Ops-1206	01 Agricultural/ Animal/ Plant/ Veterinary Science and Related Fields Ag General-0100 Ag Business-0101 Ag Production-0103 Ag Services-0105 Horticulture-0106 Animal Science-0109 Ag/Veterinary Prep – 0113	01 Agricultural/ Animal/ Plant/ Veterinary Science and Related Fields Ag Mech-0102 International Agriculture - 0107

				Vet Medicine – 0180 Vet Biomedical and Clinical Sci- 0181 Vet Admin – 0182 Veterinary Tech – 0183 Agricultural/Animal/ Plant/Veterinary Science and Related Fields, Other - 0199	Agricultural Public Services -0108 Food Science and Technology – 0110 Plant Sciences – 0111 Soil Sciences – 0112
	10 Communications Technologies and Support Services	16 Foreign languages, Literatures, and Linguistics	31 Parks, Recreation, Leisure, and Fitness Studies	03 Natural Resources and Conservation	41 Science Technologies
Career and Technical Education continued	15 Engineering Technologies and Related Fields Electrical Eng-1503 Electromech/Maint Tech-1504 Computer Eng-1512	15 Engineering Technologies and Related Fields Arch Eng-1501 Civil Eng-1502 Construction Tech-1510 CAD/CADD-1513	15 Engineering Technologies and Related Fields Quality Control-1507 Mech Eng-1508 Misc Eng-1511 Eng-Related - 1515	15 Engineering Technologies and Related Fields Envirmnt Control-1505 Nanotechnology-1516 Energy Systems Tech – 1517 Eng Other - 1599	15 Engineering Technologies and Related Fields Indust Prod-1506 Mining/Petroleum-1509
	19 Family and Consumer Sciences/Human Sciences Textiles-1909	19 Family and Consumer Sciences/Human Sciences Food / Nutrition-1905	19 Family and Consumer Sciences/Human Sciences Housing/Human Studies-1906	19 Family and Consumer Sciences/Human Sciences Gen Fam-1901 FCS/Health Sci Busn - 1902 Family Studies-1904 Work and Family Studies – 1910 Family CS, Other - 1999	19 Family and Consumer Sciences/ Human Sciences Child Development/ Early Childhood Ed-1907
	46 Construction Trades Electric & Pwr-4603	46 Construction Trades Const Mgt-4604	46 Construction Trades Plumbing-4605	46 Construction Trades Const Trades-4600 Integ Const Trades-4699 Const Trades, Other - 4699	46 Construction Trades Mason, Tpsr-4601 Carpentry-4602

	47 Mechanic and Repair Technologies/ Technicians Electy/Electric-4701 Energy Systems Maintenance and Repair Tech - 4707	47 Mechanic and Repair Technologies/ Technicians Prec Maint- 4704	47 Mechanic and Repair Technologies/ Technicians HVACR-4702		47 Mechanic and Repair Technologies/ Technicians Ind Equip-4703 Veh Repair-4706 Repair Tech-4799
	51 Health Professions and Related Clinical Sciences Heath Med Serv-5107 Massage Therapy-5135	51 Health Professions and Related Clinical Sciences Dental-5106 Diagnostic-5109 Dietitian-5131 Health Prof, Other - 5199	51 Health Professions and Related Clinical Sciences Health Services/Allie d, Gen -5100 Med Lab-5110 Opthal-5118	51 Health Professions and Related Clinical Sciences Nursing-5138-5139 Health Aides-5126 Alt Therapies-5133 Alternative Med Support- 5134 Movement/ Mind-Body Therapies - 5136	51 Health Professions and Related Clinical Sciences Comm Disord-5102 Hlth Asst-5108 Mental Health-5115 Public Health- 5122
Career and Technical Education continued	52 Business, Management, Marketing, and Related Support Services MIS-5212 Quant Methods- 5213	52 Business, Management, Marketing, and Related Support Services Adm & Mgt-5202 Adm Support-5204 Const Mgt-5220	52 Business, Management, Marketing, and Related Support Services Bus, Gen-5201 Acctng-5203 Corp Com - 5205 Managerial Econ- 5206 Fin Mgt-5208 Taxation- 5216	52 Business, Management, Marketing, and Related Support Services Hosp Mgt-5209 Insurance-5217 Spec Mktg/Merch-5219 Retail-5218	52 Business, Management, Marketing, and Related Support Services Entrep Mgt-5207 Hum Res Mgt-5210 Intl Bus-5211 Mktg Mgt-5214 Real Est-5215
	22 Legal Professions and Studies	50 Visual and Performing Arts Dance – 5003 Fine Arts-5007 Music-5009	50 Visual and Performing Arts Visual/ Perf Arts, General-5001 Design Tech-5004	50 Visual and Performing Arts Crafts/ Folk Art – 5002 Drama/Stagecrft-5005 Film/Video/Photog – 5006	44 Public Administration and Social Service Professions

			Arts, Entertainment, and Media Mgmt - 5010	
	13 Education Inst. Media-1305	23 English Language and Literature/Letters	25 Library Science		13 Education Teacher Ed-1312 TEFL-1314 Teacher's Asst-1315
Career and Technical Education Continued	43 Homeland Security, Law Enforcement, Firefighting and Protective Services Criminal Just-4301	43 Homeland Security, Law Enforcement, Firefighting and Protective Services Fire Protect-4302 Homeland Sec-4303 Security Sci and Tech-4304 Homeland et al., Other- 4399	48 Precision Production Woodwork-4807 Prec Metal- 4805 Leatherworking – 4803 Boilermaking - 4808		49 Transportation and Materials Moving Air Trans-4901 Ground Trans-4902 Marine Trans-4903
	11 Computer and Information Sciences and Support Services	04 Architecture and Related Services Architecture – 0402 City Planning – 0403 Environ Design – 0404 Int. Arch – 0405 Landscape Arch – 0406 Arch History – 0408 Arch Sciences – 0409 Real Estate Dev – 0410 Arch, Other – 0499			
	36 Leisure and Recreational Activities				