



Program Review: 2009-2010

JOLIET JUNIOR COLLEGE VISION

Joliet Junior College, the nation's first public community college, will be a leader in teaching and learning, and the first choice for postsecondary education.

Last Date Modified: September 1, 2009





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INTRODUCTION

Definitions

Program and departmental review is a process in which faculty and professionals articulate program goals and evaluate results over the program they administer. A program is any activity that consumes budget dollars and resources and that fulfill a specific need. A department, on the other hand, generally manages several programs, including the budgeting, staffing, equipment, and space needs of a program. Programs and departments selected for review are articulated in the program and department review schedules at the end of this guide.

Purpose of this Guide

The purpose of this guide is to provide a process for conducting program and departmental review. While programs and departments are free and encouraged to elaborate on the processes articulated in this guide, it is important to note that program review is an integral component of accreditation through the Higher Learning Commission and recognition through the Illinois Community College Board.

Overview of Planning Processes at JJC

Program review is a type of action planning and supports and informs the overall college operational plan. More information about planning processes at JJC can be found in the annual Operational Plan.

Assessment

The Student Learning Committee coordinates academic assessment processes at JJC. JJC plans to hire a full-time assessment coordinator in fall 2009. The coordinator will work with academic and student service areas in the development of overall student learning and assessment strategies for the college.

Planning Areas

As required by ICCB, all community colleges in Illinois are required to submit program reviews every five years, although many programs select to go through the process on an annual basis. Program reviews are conducted in the following areas:

- Career & Technical Education Programs
- Academic Disciplines. “Academic disciplines” are defined as the courses and sequences in written and oral communications, mathematics, physical and life sciences, humanities and fine arts, and social and behavioral sciences.
- For Cross-Disciplinary Programs (general education, adult education/ESL, developmental, vocational skills, and transfer functions)
- For Administrative and Student Service Programs and Departments

Each program area has unique goals, performance measures, and resource needs. Thus, different program review processes will be developed for different areas. **This document is concerned with the review of departments that are situated in academic departments and areas.**



PROGRAM REVIEW TEMPLATE

Template Overview

Templates will be based on the [ICCB Program Review Manual](#). However, programs and departments are free to include additional questions or modify the template to meet their own needs.

Helpful Tips

- Many programs and departments are required to submit evaluations to accreditation, granting and other government agencies. In general, nearly all of this information can be used in the program review process.
- Program outcomes and measures do not necessarily have to be quantitative in nature. Interviews, focus groups, and performances are all valid methods for evaluating programs.
- Keep the number of goals and measures few and simple. You can expand over the course of several years.
- Conduct a SWOT analysis of your program (Strengths, Weaknesses, Opportunities, and Threats). This will help clarify external and internal trends and who your stakeholders and their needs are.

Data Templates and Resources

The Office of Institutional Research & Effectiveness will develop appropriate data templates for program review use. Templates will be updated annually and contain information relevant to each program, depending upon the area. In order to be consistent with the development of the Academic Plan, templates will be updated every October for the academic year prior to the review. Data templates will include the following information:

- Enrollment by program/department
- Faculty and staff by program/department
- Unit cost by program
- Labor market projections
- Number of degrees and certificates awarded

Other information can be requested from the Office of Institutional Research & Effectiveness. In addition, the office conducts many studies and research that could provide valuable information in the process of developing your program's review. Nearly all of this information is available online and open to the general public. These data sources, along with the approximate date of availability, include:

- Community College Survey of Student Engagement (CCSSE) – October
- Personnel Assessment of the College Environment (PACE) – August
- Underrepresented Groups in Higher Education Report – May
- Institutional Report Card
- Performance Report
- Fall and Spring Census briefings
- Environmental Scanning reports

Below is a listing of suggested **quality** indicators for use in the review of academic areas from the *ICCB Program Review Manual*.

Area	CTE	Academic	Cross-Disciplinary
Job Placement Rates	X	X	X
Student/User Satisfaction Surveys	X	X	X
Licensure Examination Pass Rate	X		
Retention/Persistence	X	X	X
Course/Program Completion Rates	X	X	X
Innovative Program Components	X	X	X
Employer Satisfaction Surveys	X		
Transfer Rates	X	X	X
Transfer Performance	X	X	X
Articulation	X	X	
Faculty/Staff/Student Ratio	X	X	X
PT/FT Faculty Ratio	X		
Number & Qualification of Faculty/Staff	X	X	X
Evidence of Professional Development	X	X	X
Faculty/Staff Evaluations	X	X	X
Accreditation Reports	X	X	X
Student Goal Achievement	X	X	X
Length of Time to Complete Program	X		
Accuracy of Information			
Accessibility of Information/Services			X
Coordination with Other Services			X
Ease of Utilizing Services			X
Analysis of User Participation			X
Enrollment	X	X	X
Availability and Variety of Services			X
Facilities and Equipment	X	X	X
Advisory Committee Input	X	X	X
Timeliness of Information			

Below is a listing of suggested **need** indicators for use in the review of academic areas from the *ICCB Program Review Manual*.

Area	CTE	Academic	Cross-Disciplinary
Labor market Supply/Demand Data	X		
Employer Surveys	X		
Advisory Committee Input	X		
Classified-Ad Analysis	X		
Enrollment Data			
Enrollment Headcount	X	X	
Enrollment FTE	X	X	X
Credit Hours Produced	X	X	X
Data on District Residents			X
Level of Participation or Usage Rates			X
Accreditation Reports	X	X	X



Below is a listing of suggested **cost** indicators for use in the review of academic areas from the *ICCB Program Review Manual*.

Area	CTE	Academic	Cross-Disciplinary
Unit Cost Compared to College Average	X	X	X
Unit Cost Compared to Statewide Average	X	X	X
Cost Per Program Completer/User	X	X	X
Cost Analysis	X	X	X
Cost/Revenue Analysis	X	X	X
Accreditation Reports	X	X	X



CALENDAR

Alignment with the College Strategic Plan

The departmental review process follows the college and ICCB program review dates and processes. By following the calendar below, you will be ready to complete the program review process and provide evidence that programmatic learning and service goals are met, along with identifying areas that need improvement.

The calendar below is an advisory guide. Many departments will conduct a review on an annual basis and can use the calendar as a helpful way to organize their processes or develop one on their own.

However, there are two requirements for programs that are required to submit a program review to ICCB in a calendar year (see the student and administrative services schedule):

1. Programs must follow the program review template. Additional information and creativity is always encouraged, but questions in the template must be addressed. There are three templates:
 - Academic areas
 - Career and technical education
 - Cross-disciplinary

2. Program must submit the program review, signed by the appropriate vice president or designee to the institutional research and effectiveness office by June 30, 2010.

The following calendar is not required, but provides a helpful framework for ensuring your program review is completed on time.

Date	Activity	Your Responsibility	Support and Help
September 2009	Program review templates available	<ul style="list-style-type: none"> • Develop or articulate your current program or department mission statement • Identify goals • Identify major functions • Identify internal and external stakeholders (students, other employees, etc.) • There are different questions for academic disciplines 	Contact your dean for assistance in identifying core functions Review other program reviews online by conducting a google search for examples
January 2010	Identify performance measures	<ul style="list-style-type: none"> • Identify ways of ensuring how effective your program is in completing major functions • Consider how you are helping your stakeholders meet their needs 	Contact your dean for assistance The Institutional Research Office can assist in providing and identifying data sources
May 2010	Report outcomes	<ul style="list-style-type: none"> • Report on how your program is doing • Submit the program review information using the appropriate template. All program reviews must be signed off by the appropriate VP. 	Contact your dean or the Institutional Research office
June 2010	Program Review submitted to ICCB	<ul style="list-style-type: none"> • The IR office is responsible for submitting program reviews to ICCB using the online format 	All academic program reviews must be signed off by the dean.



PROGRAM REVIEW TEMPLATE FOR CAREER & TECHNICAL EDUCATION

6-digit CIP Code:

Degree Type(s):

Program Title:

Program Mission:

Major Functions:

Internal & External Stakeholders:

Identify Current Annual Goals:

Identify Measures for Ensuring Goals are Met:

Report Outcomes:

Improvements & Rationale for Action

A brief description of the improvements made since the last program review or last year or reasons for other program decisions, proposed action plan for future improvements and an estimated timeline.

Principle Assessment Methods Used in Quality Assurance for this Program

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



Action:

- Continued with minor improvements
- Significantly modified
- Discontinue/eliminate
- Place on inactive status
- Schedule for further review
- Other:

Statewide Program Issues (if applicable)

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

Reviewed by (appropriate Vice President or designee signature required):

Vice President:

(Vice President Name and Title Here)

Director or Dean:

(Director or Dean Name and Title Here)

CAREER & TECHNICAL EDUCATION

PROGRAM REVIEW SCHEDULE

Degrees	ICCB Code		CIP Code	Dept.	2009-10	2010-11	2011-12	2012-13	2013-14
Agriculture Supply (Business)	AGRI	0006	01.0103	Agriculture	√				
Agriculture Production & Management	AGRI	0005	01.0301	Agriculture					
Agriculture Production & Management	AGRI	0004	01.0301	Agriculture	√				
Swine Confinement Management	AGRI	0008	01.0303	Agriculture					
Swine Confinement Management	AGRI	0007	01.0302	Agriculture					
Floral Design	AGRI	0040	01.0608	Agriculture	√				
Floral Design	AGRI	0034	01.0608	Agriculture					
Greenhouse Management	AGRI	0045	01.0604	Agriculture					
Greenhouse Operations	AGRI	0038	01.0604	Agriculture					
Nursery Management	AGRI	0047	01.0606	Agriculture	√				
Nursery Operations	AGRI	0057	01.0606	Agriculture					
Horticulture Production	AGRI	0041	01.0601	Agriculture					
Hort Urban Forestry/Aboriculture Opt	AGRI	0051	03.0508	Agriculture	√				
Turf Grass Management	AGRI	0048	01.0607	Agriculture	√				
Turf Grass Management	AGRI	0073	01.0607	Agriculture					
Landscape Management	AGRI	0046	01.0606	Agriculture	√				
Landscape Contracting	AGRI	0050	01.0605	Agriculture					
Landscaping	AGRI	0044	01.0605	Agriculture	√				
Landscaping	AGRI	0049	01.0605	Agriculture					
Power Equipment Technology	AGRI	0060	01.0204	Agriculture		√			
Veterinary Medical Technology	AGRI	0080	51.0808	Agriculture		√			
Interior Design	FINE	0086	19.0605*	Fine Arts					
Interior Design - Advanced Designer	FINE	0085	50.0408 (19.0605*)	Fine Arts					√
Fashion Merchandising	FINE	0087	52.1902*	Fine Arts			√		
Electrocardiography Technician	NA	0073	51.0902	Allied Health			√		
EMT	NSCI	0035	51.0904	Allied Health			√		
EMT - Paramedic	NSCI	0034	51.0904	Allied Health			√		
Fire Science Technology	NSCI	0030	43.0203	Nat. Sci.					
Fire Science Technology	NSCI	0031	43.0203	Nat. Sci.					
Fire Science Administration	NSCI	0032	43.0202	Nat. Sci.					
Fire Fighter	NSCI	0027	43.0203	Nat. Sci.			√		
Fire Inspector	NSCI	0028	43.0202	Nat. Sci.					
Fire Officer	NSCI	0029	43.0202	Nat. Sci.					
Fire Science Instructor	NSCI	0033	43.0202	Nat. Sci.					
Licensed Practical Nurse	NURS	0060	51.1613	Nursing	√				
Nurse Assistant	NA	0076	51.1614 (51.1620)	Allied Health	√				
Nurse Assistant - Advanced	NA	0077	51.1620	Allied Health					
Phlebotomy Technician	NA	0070	51.1009	Allied Health					√
Radiology Technician	NURS	0090	51.0907	Allied Health			√		
Cosmetology	NURS	0075	12.0401	Nursing				√	
Massage Therapy	NURS	0070	51.3501*	Nursing			√		
Massage Therapy	NURS	0071	51.3501*	Nursing			√		
Nursing - RN	NURS	0058	51.1601	Nursing	√				
Pharmacy Technician	NA	0080	51.0805	Nursing		√			
Accounting	BUS	0001	52.0310	Business					√

Degrees	ICCB Code		CIP Code	Dept.	2009-10	2010-11	2011-12	2012-13	2013-14
Accounting	BUS	0002	52.0301 (52.0310)	Business					√
Business Administration	BUS	0041	52.0205	Business			√		
Global Supply Management	BUS	0085	52.0203	Business			√		
Global Supply Management	BUS	0086	52.0203	Business			√		
Warehousing/Distribution Specialist	BUS	0087	52.0203	Business			√		
Entrepreneurship	BUS	0057	52.0701	Business			√		
Human Resources Management	BUS	5004	52.1001	Business		√			
Human Resources Management	BUS	0063	52.1001	Business		√			
Management & Supervision	BUS	0109	52.0205	Business			√		
Management & Supervision	BUS	0042	52.0205	Business			√		
Marketing	BUS	0056	52.1804*	Business	√				
Real Estate & Appraisal	BUS	0110	52.1501	Business		√			
Real Estate	BUS	0066	52.1501	Business		√			
Retail Business Management	BUS	0064	52.1803*	Business	√				
Clerk	BUS	0065	52.1803*	Business					
Culinary Arts	CA	0021	12.0503	Culinary Arts			√		
Cookies, Desserts, & Chocolates	CA	0023	12.0501	Culinary Arts					
Breads, Pies, & Cakes	CA	0022	12.0501	Culinary Arts			√		
Petit Fours, Pastry, & Decorating	CA	0024	12.0501	Culinary Arts					
Food Preparation	CA	0036	12.0501	Culinary Arts					
Hospitality Management	HRM	0122	52.0901 (52.0902)	Culinary Arts					
Hospitality Management	HRM	0123	52.0901 (52.0902)	Culinary Arts		√			
Hospitality Management	HRM	0119	52.0901 (52.0902)	Culinary Arts					
Meeting & Special Events Planning	HRM	0130	52.0901 (52.0902)	Culinary Arts		√			
Meeting & Special Events Planning	HRM	0131	52.0901 (52.0902)	Culinary Arts		√			
Automotive Service Technology	TECH	0011	47.0604	Technical					
Automotive Service Technology	TECH	0009	47.0604	Technical					
Advanced Automotive Service Technology	TECH	0010	47.0604	Technical		√			
Drive Line Specialist	TECH	0012	47.0604	Technical					
Brake & Chassis Specialist	TECH	0014	47.0604	Technical					
Engine Performance Specialist	TECH	0013	47.0604	Technical					
CADD	TECH	0051	15.0805	Technical					
CADD - Mechanical Design Technology	TECH	0055	15.0805	Technical					√
CADD - Mechanical Design Technology	TECH	0050	15.0805	Technical					
Architectural Technology	TECH	0035	15.0101	Technical					
Architectural Technology	TECH	0036	15.0101	Technical					
Architectural Technology	TECH	0037	15.0101	Technical					
Architectural Profession	TECH	0038	15.0101	Technical					
Software Development	TECH	0029	15.1204*	Technical					
Systems	TECH	0030	15.1202*	Technical					√
Networking	TECH	0031	11.0901*	Technical					
Construction Technology	TECH	0017	15.1001* (46.0000)	Technical	√				
Advanced	TECH	0018	15.1001* (46.0000)	Technical					
Basic	TECH	0016	15.1001* (46.0000)	Technical	√				
Intermediate	TECH	0019	15.1001* (46.0000)	Technical					

Degrees	ICCB Code		CIP Code	Dept.	2009-10	2010-11	2011-12	2012-13	2013-14
Business	TECH	0032	15.1001* (46.0000)	Technical					
Estimating	TECH	0033	15.1001* (46.0000)	Technical					
Project Management	TECH	0034	52.2001	Technical		√			
Criminal Justice	TECH	0020	43.0104	Technical					
Criminal Justice	TECH	0021	43.0104	Technical					
Corrections	TECH	0022	43.0102	Technical					
Criminal Justice Professional	TECH	0024	43.0102	Technical			√		
Law Enforcement	TECH	0045	43.0107	Technical					
Law Enforcement	TECH	0046	43.0107	Technical					
Electronic Engineering Technology	TECH	0026	15.0303	Technical					
Electronic Engineering Technology	TECH	0027	15.0303	Technical			√		
Electronic Engineering Technology - Basic	TECH	0028	15.0303	Technical					
Orthotics and Prosthetics	TECH	0070	15.0401	Technical			√		
Orthotics & Prosthetics Technology	TECH	0120	15.0401	Technical			√		
Orthotics Technology	TECH	0121	15.0401	Technical			√		
Prosthetics Technology	TECH	0122	15.0401	Technical			√		
Orthotics Technology	TECH	0123	15.0401	Technical			√		
Prosthetics Technology	TECH	0124	15.0401	Technical			√		
Lower Extremity Orthotics Technology	TECH	0125	15.0401	Technical			√		
Spinal/Upper Extremity Orthotics Technology	TECH	0126	15.0401	Technical			√		
Transibial Prosthetics Technology	TECH	0127	15.0401	Technical			√		
Transfemoral Prosthetics Technology	TECH	0128	15.0401	Technical			√		
Upper Extremity Prosthetics Technology	TECH	0129	15.0401	Technical			√		
Electrical Automated Systems	TECH	0083	47.0105	Technical			√		
Electrical Automated Systems - Industrial Elec	TECH	0090	46.0302	Technical					
Electrical Automated Systems - Electrical/Elec	TECH	0025	47.0105	Technical			√		
Refrigeration, Air Conditioning, & Heating	TECH	0006	47.0302 (47.0301)	Technical					
Heating, Ventilation, & Air Conditioning - Cancelled Program	TECH	0007	47.0302 (47.0301)	Technical		√			
Heating, Ventilation, & Air Conditioning	TECH	0005	47.0302	Technical		√			
Industrial Maintenance Technology	TECH	0086	47.0303	Technical		√			
Industrial Maintenance Technology	TECH	0084	47.0303	Technical					
Industrial Maintenance Technology	TECH	0085	47.0303	Technical		√			
Construction Trade Operator Mechanic	TECH	0001	47.0303	Technical		√			
Construction Trade Operator Mechanic	TECH	0002	47.0303	Technical		√			
Construction Trade Operator	TECH	0003	49.0202	Technical		√			
Construction Trade Operator	TECH	0004	49.0202	Technical		√			
Integrated Systems	TECH	0087	47.0303	Technical		√			
Mechanical Production Technology	TECH	0053	15.0613	Technical					
Mechanical Production Technology	TECH	0052	15.0613	Technical					
Mechanical Production Technology	TECH	0054	15.0613	Technical					
Precision Machine Tool Technology	TECH	0056	15.0613	Technical		√			
Blueprint Reading	TECH	0060	15.0613	Technical					
Computer Numerical Control	TECH	0061	15.0613	Technical					
Dimensional Metrology**	TECH	0023	47.0105	Technical			√		
Nuclear Reactor Technician	TECH	0113	41.0205	Technical					
Nuclear Reactor Technician	TECH	0112	41.0205	Technical		√			
Process Operator	TECH	0042	15.0404	Technical			√		
Process Instrumentation	TECH	0043	15.0404	Technical			√		

Degrees	ICCB Code		CIP Code	Dept.	2009-10	2010-11	2011-12	2012-13	2013-14
Process Operations	TECH	0057	15.0404	Technical					
Process Operations	TECH	0058	15.0404	Technical					
Industrial Welding Technology	TECH	0074	48.0808	Technical			√		
Welding & Metal Fabrication	TECH	0075	48.0808	Technical			√		
Child Development	SSCI	0050	19.0709*	Soc.		√			
Child Development	SSCI	0051	19.0709*	Soc.		√			
Teacher Assistant	SSCI	0068	13.1501	Soc.					
Teacher Assistant	SSCI	0069	13.1501	Soc.		√			
Library Technical Assistant	LIBR	0011	25.0301	Soc.					√
Administrative Assistant	CIOS	0059	52.0401	CIOS					
Administrative Assistant	CIOS	0060	52.0401	CIOS					
Legal**	CIOS	0061	22.0301*	CIOS			√		
Shorthand	CIOS	0058	52.0401	CIOS					
CIS: Computers for Educators	CIOS	0036	11.0301	CIOS			√		
Technology Fundamentals	CIOS	0039	11.0301	CIOS					
CIS: Desktop Publishing	CIOS	0070	10.0303	CIOS					√
CIS: Desktop Publishing	CIOS	0071	10.0303	CIOS					√
CIS: Desktop Publishing	CIOS	0072	10.0303	CIOS					
Medical Coding	CIOS	0065	51.0703	CIOS					
Medical Transcriptionist	CIOS	0062	51.0708	CIOS					
Health Information Mgmt. Tech.	CIOS	0066	51.0707	CIOS			√		
Medical Admin. Asst.	CIOS	0063	51.0710	CIOS					
CIS: Microcomputers for Business	CIOS	0025	52.0401	CIOS					
CIS: Microcomputers for Business	CIOS	0026	52.0407	CIOS					
CIS: Microcomputer Specialist	CIOS	0027	52.0407	CIOS					
Microsoft Office Specialist	CIOS	0037	52.0407	CIOS			√		
Microsoft Office User Specialist	CIOS	0038	52.0401	CIOS					
CIS: Microcomputer Support Tech.	CIOS	0032	47.0104*	CIOS					
CIS: Programming	CIOS	0022	11.0201	CIOS			√		
CIS: Unix/C/C ++	CIOS	0028	11.0202	CIOS			√		
CIS: Network Specialist	CIOS	0030	11.0901	CIOS					
CIS: Network Specialist	CIOS	0031	11.0901	CIOS			√		
CIS: Networking Technologist	CIOS	0035	11.0901	CIOS					
CIS: Network Security Specialist	CIOS	0041	11.0901	CIOS			√		
CIS: Network Security Specialist	CIOS	0042	11.0901	CIOS			√		
CIS: Windows Specialist	CIOS	0040	11.0901	CIOS			√		
CIS: Web Design	CIOS	0033	11.1004	CIOS			√		
CIS: Webmaster Certification	CIOS	0034	11.1004	CIOS			√		
Game Design and Development	CIOS	0023	52.1202	CIOS			√		
Game Design and Development	CIOS	0024	52.1202	CIOS			√		
Word/Information Processing	CIOS	0067	52.0401	CIOS			√		
Word/Information Processing	CIOS	0068	11.0602	CIOS					
Word Processing	CIOS	0069	11.0602	CIOS			√		



PROGRAM REVIEW TEMPLATE FOR ACADEMIC DISCIPLINES

Discipline Area:

Objectives

What are the objectives of the department and sequences of courses in the discipline? To what extent are they being achieved?

Need

It is expected that there is a need for courses in each of the academic disciplines, but is the array of courses offered appropriate to met the needs of students and support academic programs?

Quality

Based on the results of assessment and other information about courses and sequences of courses in the discipline, what steps need to be taken to up-date or improve instruction?

Cost

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

Report Outcomes:

Improvements & Rationale for Action:

A brief description of the improvements made since the last program review or last year or reasons for other program decisions, proposed action plan for future improvements and an estimated timeline.

Principle Assessment Methods Used in Quality Assurance for this Program

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



Action:

- Continued with minor improvements
- Significantly modified
- Discontinue/eliminate
- Place on inactive status
- Schedule for further review
- Other:

Statewide Program Issues (if applicable)

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

Reviewed by (appropriate Vice President or designee signature required):

Vice President: _____
(Vice President Name and Title Here)

Director or Dean: _____
(Director or Dean Name and Title Here)

ACADEMIC DISCIPLINES PROGRAM REVIEW SCHEDULE

Year	Discipline Area
2009-10	Humanities & Fine Arts
2010-11	Social & Behavioral Sciences
2011-12	Written & Oral Communications
2012-13	Mathematics
2013-14	Physical & Life Sciences



PROGRAM REVIEW TEMPLATE FOR CROSS-DISCIPLINARY AREAS

Discipline Area:

Objectives

For all cross-disciplinary areas:

- *What are the objectives of the curricula? To what extent are they being achieved?*
- *How important is the 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?*

For General Education: Are cooperation and communication among departments appropriate to achieving general education objectives? Are students successfully transferring general education courses and the general education curriculum to bachelor's degree institutions?

For Adult Education and ESL: Are cooperation and communication among departments appropriate to achieve the college's objectives for adult education and ESL? Are students completing the program and advancing to further education?

For Developmental Instruction: Are cooperation and communication among departments appropriate to achieve objectives for developmental instruction? How well are completers of developmental courses doing in related college-level courses?

For Vocational Skills: What are the objectives of these offerings and how well are they being achieved? Are students successfully upgrading skills related to their employment or acquiring skills for new employment? Are vocational skills offerings appropriately integrated with other programs and services?

For transfer functions and programs: What are the trends in degree completions and transfer patterns? How satisfied are students with their transfer experiences?

Need

It is expected that there is a continued need for cross-disciplinary curricula, but are the offerings appropriate to met the needs of students and support academic programs?

Quality

Based on the results of assessment and other information about cross-disciplinary curricula, what steps need to be taken to up-date or improve instruction?

Cost

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



Improvements & Rationale for Action

A brief description of the improvements made since the last program review or last year or reasons for other program decisions, proposed action plan for future improvements and an estimated timeline.

Innovations and Improvements

Describe any specific innovations and/or improvements to selected discipline area programs that resulted in exemplary improvement in quality, cost, effectiveness, or responsiveness to community needs.

Principle Assessment Methods Used in Quality Assurance for this Program

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

Statewide Program Issues (if applicable)

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

Reviewed by (appropriate Vice President or designee signature required):

Vice President:

(Vice President Name and Title Here)

Director or Dean:

(Director or Dean Name and Title Here)

CROSS-DISCIPLINES PROGRAM REVIEW

SCHEDULE

Year	Discipline Area
2009-10	Vocational Skills
2010-11	Transfer functions and programs
2011-12	General education
2012-13	Adult education and ESL
2013-14	Developmental Education



2009-10 PROGRAM REVIEW GOALS

- Hire the Assessment Coordinator to facilitate departmental and program review processes.
- Incorporate program review into the Student Learning Committee process and Academic Plan.
- Use review data in the Academic Plan.
- Incorporate a mentoring program for FY 2011 reviews.



RESOURCES

Guides and Standards

Illinois Community College Board, *Program Review Manual*,
<http://www.iccb.state.il.us/pdf/manuals/fy07programreviewmanual.pdf>

Illinois State Board of Education and Illinois Community College Board, 2009, *Illinois Programs of Study: 2009*, <http://ocrl.illinois.edu/files/Projects/perkins/POSguide.pdf>

Higher Learning Commission, *Handbook on Accreditation*,
http://www.ncahlc.org/index.php?option=com_content&task=view&id=37&Itemid=116
See Core Component 4C and section on organizational compliance.

JJC Student Learning Committee,
<http://www.jjc.edu/about/committees/student-learning/Pages/default.aspx>

JJC Office of Institutional Research & Effectiveness,
<http://www.jjc.edu/about/college-info/institutional-research/Pages/default.aspx>

Books, Articles, and Monographs

Robert Barak, 1986, [*The Role of Program Review in Strategic Planning*](#), AIR Professional File, No. 26.

Robert Barak and Barbara Brier, 1990, [*Successful Program Review*](#), San Francisco: Jossey Bass.

Robert Barak and Lisa Mets, 1995, [*Using Academic Program Review*](#), San Francisco: Jossey Bass.

Marilee Bresciani, 2006, [*Outcomes-based Academic and Co-curricular Program Review*](#), Sterling, VA: Stylus.

Clifton Conrad and Richard Wilson, 1985, [*Academic Program Reviews*](#), Washington, DC: ERIC-ASHE Report, No. 5. Online:

Craven, E.C., 1980, *Academic Program Evaluation*, San Francisco: Jossey Bass.

Robert Diamond, 2008, [*Designing and Assessing Courses and Curricula*](#), San Francisco: Jossey Bass.

Robert Dickeson, 1999, [*Prioritizing Academic Programs and Services*](#), San Francisco: Jossey Bass.

Richard Harpel, 1986, [*The Anatomy of an Academic Program Review*](#), AIR Professional File, No. 25.

Gail Pitter, 2007, [*Program Review: A Tool for the Continuous Improvement of Academic Programs*](#), AIR Professional File, No. 105.

Lisa Lattuca and Joan Stark, 2009, [*Shaping the College Curriculum: Academic Plans in Context*](#). San Francisco: Jossey Bass.