INSTRUCTIONAL PROGRAM REVIEW RESOURCE MANUAL

Second Edition 2024

Approved by the Academic Senate on: October 11th, 2024

Approved by the Planning & Budgeting Committee on: November 1st, 2024

Approved by College Council on: December 4th 2024

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Introduction

The program review process is the primary method by which faculty, staff and administrators maintain or improve the quality of learning at College of the Siskiyous (COS). The intent is for everyone at COS is to engage in sustained dialogue about the programs and services that impact student learning, drive the mission of the college and inform the Institutional Master Plan. In order to facilitate these goals, the purpose of this manual is to:

- Describe the purpose, scope, and structure of the program review process;
- Provide instructions for preparing and submitting the program review, annual updates and Resource Allocation Requests (RARs);
- Supply timelines and checklists for program review participants;
- Delineate a program review schedule for the next accreditation cycle;
- Provide additional resources to aid in the program review process.

Purpose and Scope of Program Review

Why Do Program Review?

Besides being a requirement for accreditation, program review provides faculty and staff an opportunity to look at their programs in a comprehensive way that the hustle and bustle of year-to-year assessment and planning does not allow. Participants are encouraged to think of the program review process as a research project. What do you want to know about your students, their learning, and the program that you do not already know? Does the data compiled over four years confirm or contradict what you thought you knew about your program? By asking these, and a myriad of other questions, faculty can then make changes to their program to better serve student needs as well as make recommendations for institutional improvements. Those changes are then implemented and assessed via a four-year cycle of annual updates and a comprehensive program review.

Purpose

The primary goal of all assessment at COS is to aid the college in its cycle of quality improvement. In fact, "continuous quality improvement is a mark of institutional effectiveness. As part of its Accreditation Self-Evaluation process, College of the Siskiyous is asked to evaluate its programs and services in the continuous cycle of data analysis, planning, resource allocation and evaluation as it examines its effectiveness in accomplishing its mission in the context of student learning and student achievement. During that examination, it identifies areas of needed change, development, institutionalization, and expansion (COS IMP, 13)." Within this institutional goal, the purpose of program review is to maintain and/or improve the effectiveness of all programs and services at College of the Siskiyous through a data driven assessment process that includes dialogue about program effectiveness. The results of program review will then aid COS in focusing its educational services to best meet student needs as well as prioritizing resources and personnel in ways

that focuses on student success.

Scope and Responsibilities

- The Office of Research and Assessment is primarily responsible for ensuring that program review occurs in a continuous cycle. The program review process applies to every area in the college that has program level outcomes or area level outcomes. Importantly, non-instructional programs have their own forms and process that can be found under the Program Review webpage on the COS website under "Non-Instructional Program Review Manual." The forms and process may be different for instructional and non-instructional programs. Faculty recognize the need for assessment within the program review cycle, including Course and Program Student Learning Outcomes. During the preparation of the program review, all faculty within the discipline will collaborate and provide information and/or data and analysis necessary for the completion of program review.

- The Dean or appropriate administrator will call the first meeting of the Program Review process to establish the faculty team and determine what data needs to be retrieved.

- The area faculty will collaborate with the Dean or appropriate administrator to identify the data and resources needed to complete the program review.

- Full-time and part-time faculty members will meet and discuss the data points.

- Full-time faculty members in collaboration with the Dean or appropriate administrator will identify sections of the program review template for them to work on.

- The Dean or appropriate administrator will be responsible for verifying that everyone is contributing to Program Review in accordance with the timeline. This includes:
  - Attending Program Review meetings to offer input and analysis. If a faculty member is unable to attend a Program Review meeting, they will follow-up with the Dean or appropriate administrator to find out what occurred in the meeting and what responsibilities they have in the Program Review process.
  - Providing the necessary assessment data from their courses/program to their faculty team in a timely fashion.
  - Writing sections of the Program Review template in accordance with the Program Review process timeline.

- If there is no full-time faculty member in a discipline, then the Dean or appropriate administrator will complete the program review or request that a part-time faculty member complete it by mutual agreement.

- If there is only one full-time faculty member in a discipline, then the Dean or appropriate administrator will establish support by mutual agreement.
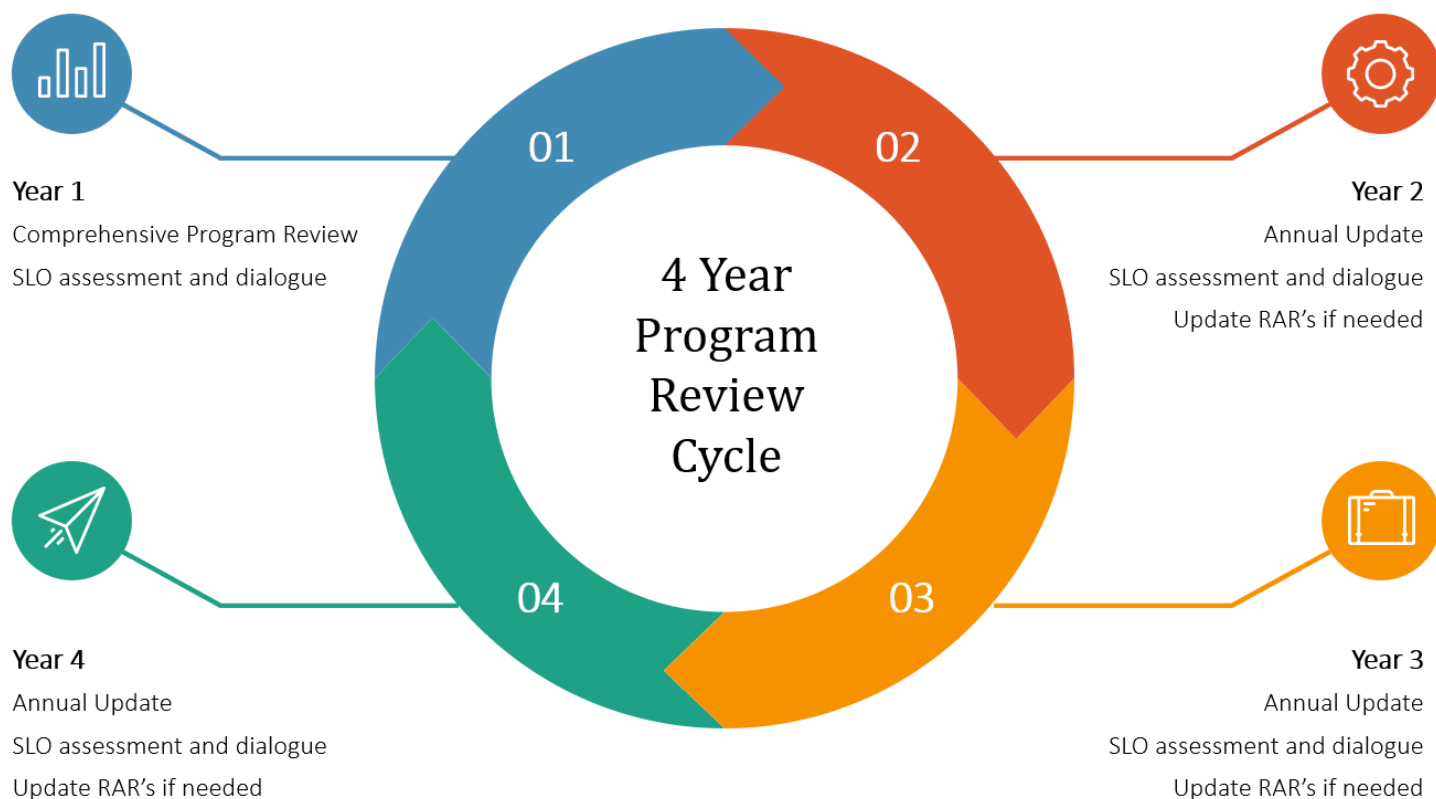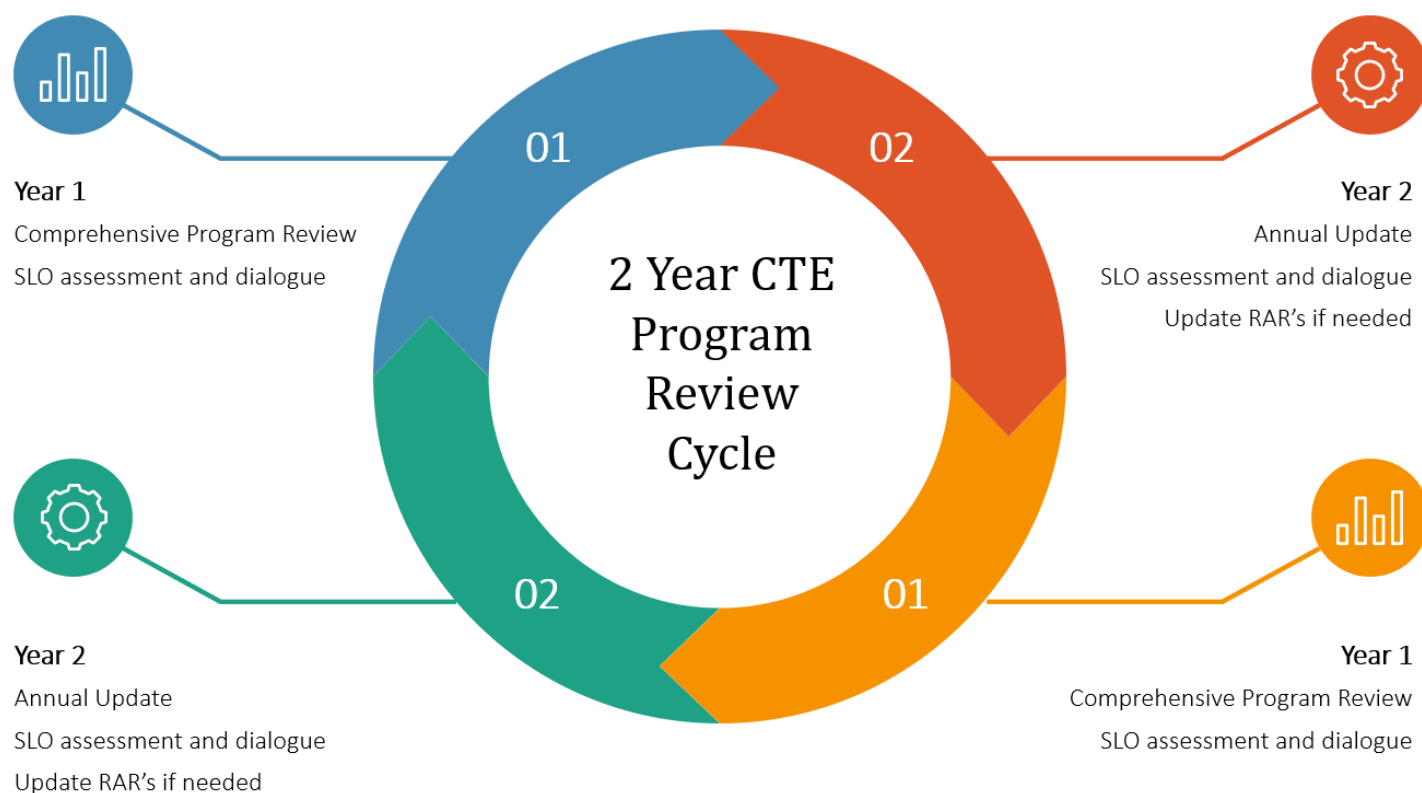
Integration into Planning

Program review serves as one of the primary mechanisms for both short-term and long-term planning at College of the Siskiyous. The four-year program reviews and the annual updates will be reviewed by both the Vice-Presidents and the

Integrated Planning and Budget Committee (IPBC). The VPs and the IPBC will use the reviews and updates to prioritize resource allocations using standard metrics at College of the Siskiyous by making budget and resource allocation recommendations to College Council.

The Cycle

All programs and college areas will conduct a comprehensive program review every four years. Career and Technical Education programs will complete a comprehensive program review every two years. In the off years, each program or area will conduct an annual update. The purpose of the annual update is to provide each area a mechanism to reflect on the progress toward each program or area's four-year goals, alter or amend goals as needed, review SLO assessments, identify any course and program improvements, and make budget requests that fall outside of the normal budget cycle by preparing a Resource Allocation Request (RAR).

Year 1
Comprehensive Program Review
SLO assessment and dialogue

Year 2
Annual Update
SLO assessment and dialogue
Update RAR's if needed

4 Year Program Review Cycle

01
02
03
04

Year 4
Annual Update
SLO assessment and dialogue
Update RAR's if needed

Year 3
Annual Update
SLO assessment and dialogue
Update RAR's if needed

Year 1
Comprehensive Program Review
SLO assessment and dialogue

Year 2
Annual Update
SLO assessment and dialogue
Update RAR's if needed

2 Year CTE Program Review Cycle

Year 2
Annual Update
SLO assessment and dialogue
Update RAR's if needed

Year 1
Comprehensive Program Review
SLO assessment and dialogue

Participation in Program Review

The Office of Research and Assessment is responsible for overseeing the program review process including monitoring timelines, updating and communicating program review cycles to the campus community and providing data. The primary responsibility for instructional program review participation rests with the faculty. However, the intent of program review is to generate broad discussion across the largest group of individuals as possible. As such, the Dean or appropriate administrator should also invite all members of the area, including managers and part-time faculty and staff, to participate in the preparation and/or review of each program review.

Supporting Evidence for the Program Review

Each area's program review will be supported in two primary ways:

1. The results of student learning outcomes (SLO) assessment. At least three SLOs in each course should be assessed every three years, so new assessment data should be available for most courses and programs in each round of program review. Each program review shall incorporate the results of student learning outcome assessment and the ways in which those assessments are being used to maintain or improve the quality of student learning. Faculty will have access to CSLO and indirect PSLO data, reflection comments written during the assessment of course SLOs and any improvement plans written as part of assessment dialogue each year. These improvement plans should include analysis of SLO assessment scores and planned actions for improving student learning.

2. The Program Review Data Report, which is a standard data set provided to every unit by the Office of Research and Assessment. Not later than September 1 of each year the Office of Research and Assessment shall provide to each area member. The Program Review and Data Report will be used in the development of each Program Review. The following will be included in the Program Review Data Report:

Program / Area Organization

This data will include the names and positions of all staff members assigned to the program / area and to whom they report as well as any costs associated with staff and facilities that are dedicated solely to the program being reviewed.

Whom You Serve

1. Demographic breakdown of the students / constituents served by the program in the last four years;
2. Total number of students served disaggregated information as requested by the department before the program review year;
3. Total students served disaggregated by county high school graduate and non-high school graduates;

What Kinds of Services You Provide

1. Number of degrees/certificates awarded in the program over the preceding four years.
2. Credit course offerings
3. Non-credit course offerings
4. Full-time vs. part-time faculty offerings
5. An FTES analysis for the preceding four years

Describe how your curriculum is up-to-date and needs based

1. A list of all courses offered within the program in the last four years
2. A list of courses in the catalog that were not offered in the last four years
3. The dates of the last curriculum update for each course.
4. A disaggregation of courses that are:
   o Degree applicable
   o Transferable / Non-transferable
   o Non-degree applicable will be included in this data.
   o Career and Technical Education should also include the results of the most recent employment satisfaction surveys, need surveys or any other instruments used to help determine program demand.

Breakdown of Classes Offered

1. Modality
2. Completion and success rates

Other Evidence

1. Surveys of students and constituent groups;

2. Employer / industry surveys;

3. Other forms of evidence as deemed appropriate (i.e., efficiency, past RAR requests)

The Four-Year Cycle and Forms

Every four years, each program (defined as any area, unit or program that has program level or area level outcomes) shall complete the following Program Review Template.

The Annual Update and Form

In the other three years of the Program Review cycle, the Dean or appropriate administrator, in consultation with the area faculty will complete the following Program Annual Update Form available as a fillable PDF. All annual updates shall be completed no later than December 15 of each year.

Resource Allocation Request

Each Four-Year Program Review, as well as the annual updates if a budgetary request that falls outside of the normal year to year budget allocations, such as new positions, major facility improvement, etc., should be accompanied by the Resource Allocation Request.

Four-Year Program Review

Not Later than December 15th the area faculty will submit the following documents to the Dean or appropriate administrator of the program being reviewed:

- A completed Four-Year Program Review

- A Resource Allocation Request if requesting resources above and beyond normal annual budget allocations.

The Dean or appropriate administrator will by January 15th, comment on the program review and indicate whether they accept or reject the program review. Any rejection of the program review must be accompanied by a written rationale.

The area faculty will consider the feedback provided by the Dean or appropriate administrator, make any changes they deem appropriate and prepare the program review documents for their final submission.

Not later than February 15th the area faculty will submit the following documents to the Office of Research and Assessment, the appropriate Vice-President, and the chairs of the Integrated Planning and Budget Committee:

- A completed Four-Year Program Review

- Resource Allocation Request if requesting resources above and beyond normal annual budget allocations.

Program reviews will be reviewed by the Integrated Planning and Budget Committee who will use them to help inform planning and budget prioritization.

Annual Updates

Not later than December 15th the area faculty will submit the following forms to the Office of Research and Assessment, the appropriate Vice-President, and the chairs of the Integrated Planning and Budget Committee a:

- Completed Annual Update Form
- Resource Allocation Request if requesting resources above and beyond normal annual budget allocations.

Comprehensive Review Timeline

Comprehensive Program Review Timeline
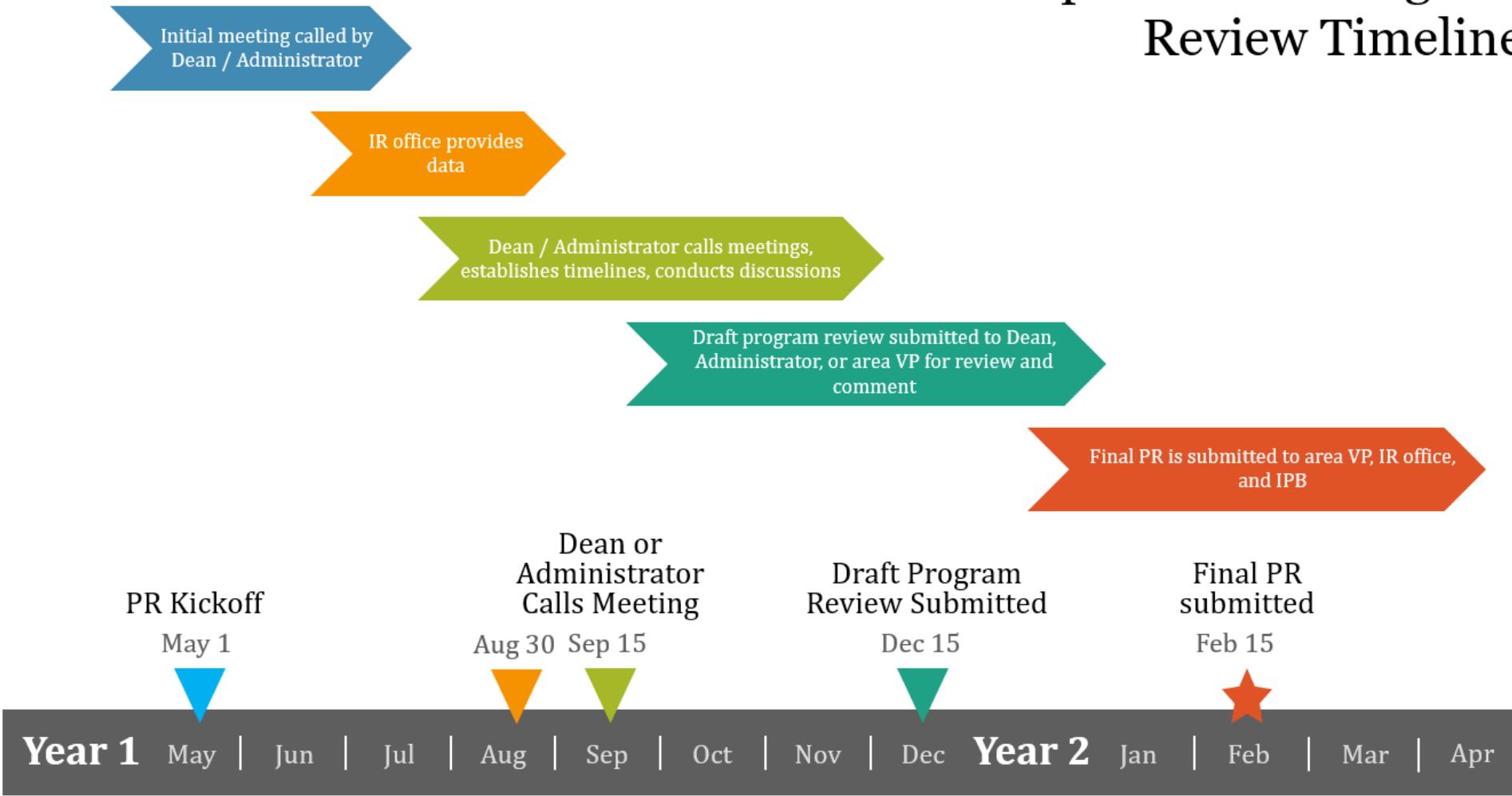
Program Review Cycles Through 2028

Each area must decide by May 1st of the program review year if they will conduct one program review as an area or if each program within the area will conduct a separate program review. For example, Humanities and Social Sciences may decide to conduct one program review for Humanities and Social Science that includes Psychology, History, Political Science, etc. or they may decide that History, Psychology and Political Science will each conduct their own program review. The schedule can be found on the Program Review web page.

Program Review	2024-2025	2025-2026	2026-2027	2027-2028
Alcohol & Drug Studies (ADHS)	PR	AU	PR	AU
Administration of Justice	PR	AU	PR	AU
Business and Computer Sciences	PR	AU	PR	AU
Early Childhood Education	PR	AU	PR	AU
Emergency Medical Services (EMS)	PR	AU	PR	AU
Fine and Performing Arts	AU	AU	AU	PR
Fire	PR	AU	PR	AU
Health, Physical Education and Recreation	AU	AU	PR	AU
Humanities and Social Sciences	AU	AU	PR	AU
Math	AU	AU	AU	PR
Modern Languages	PR	AU	AU	AU
Non-Credit	PR	AU	AU	AU
Nursing	PR	AU	PR	AU
Sciences	PR	AU	AU	AU
Welding	PR	AU	PR	AU

PR = Program Review (comprehensive)
AU = Annual Update

Accreditation Standards

The Accreditation Standards should be considered by all participants while completing program review. The following are excerpts from the Accreditation Standards for your consideration and should serve as a guide when completing program review.

Standard IB: Assuring Academic Quality and Institutional Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

Academic Quality

1. The institution demonstrates a sustained, substantive and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.
2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.
3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.
4. The institution uses assessment data and organizes its instructional processes to support student learning and student achievement.

Institutional Effectiveness

1. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.
2. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.
3. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.
4. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.
5. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

Evaluation of the Program Review Process

The Office of Research and Assessment will conduct an annual survey of the program review process. The results of the survey will be compiled and submitted to the President of the Academic Senate each year. The President will bring these results to the Academic Senate who will then evaluate and recommend changes deemed appropriate.

Acknowledgments

The Crafton Hills Community College's Program Review Manual served as the primary model and inspiration for both the new program review process at College of the Siskiyous and for this program manual. In some places, the Crafton Hills manual was used verbatim; in others it served as a model.