COLLEGE OF THE SISKIYOUS ACADEMIC PROGRAM REVIEW RESOURCE MANUAL

First Edition 2018

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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 Continuous Quality Improvement Plan;
- 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 need 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 pf

program review is to maintain and/or improve the effectiveness of all programs and services at COS 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 need as well as prioritizing resources and personnel in way 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. In addition to instructional programs, all areas that support students and learning must also engage in learning outcome and program review assessment.[1] The forms and process may be different for instructional and non-instructional programs. Each program review shall have one designated person, known as the principal preparer, who coordinates the individual program review, calls meetings, completes forms and submits the final program review. The principal preparer for each program review shall be as follows:

- For an instructional program review, the principal preparer is a coordinator that receives compensation or release time for coordinating the program / area. If no such position exists or is vacant, the dean or director will be the principal preparer of the program review.
- For each program within Student Services, the dean or director is the principal preparer of the program review.
- For each program within Administrative Services, the dean, director or supervisor is the principal preparer.

[1] ACCJC requires that COS has and assess student learning outcomes in "instructional programs and student and learning support services." ACCJC, *Accreditation Reference Handbook* (2016), 11.

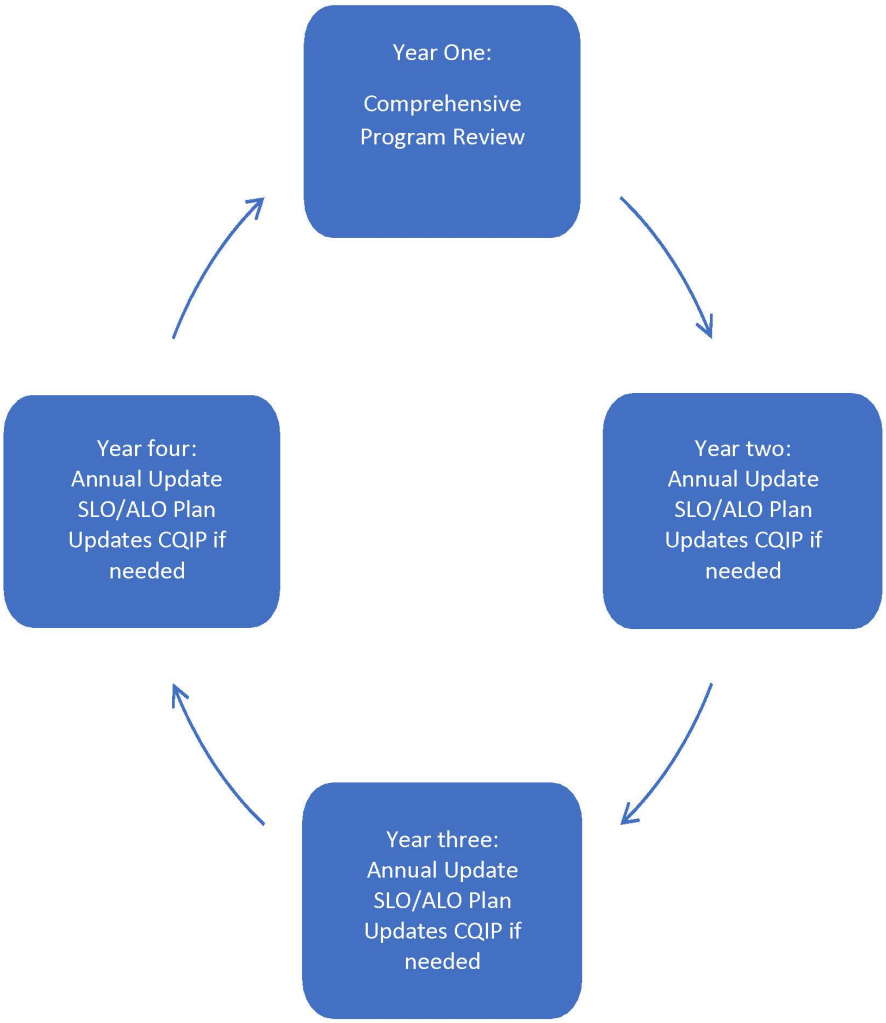
- For those areas reporting directly to the president, the directors are the principal preparers.

Integration into Planning

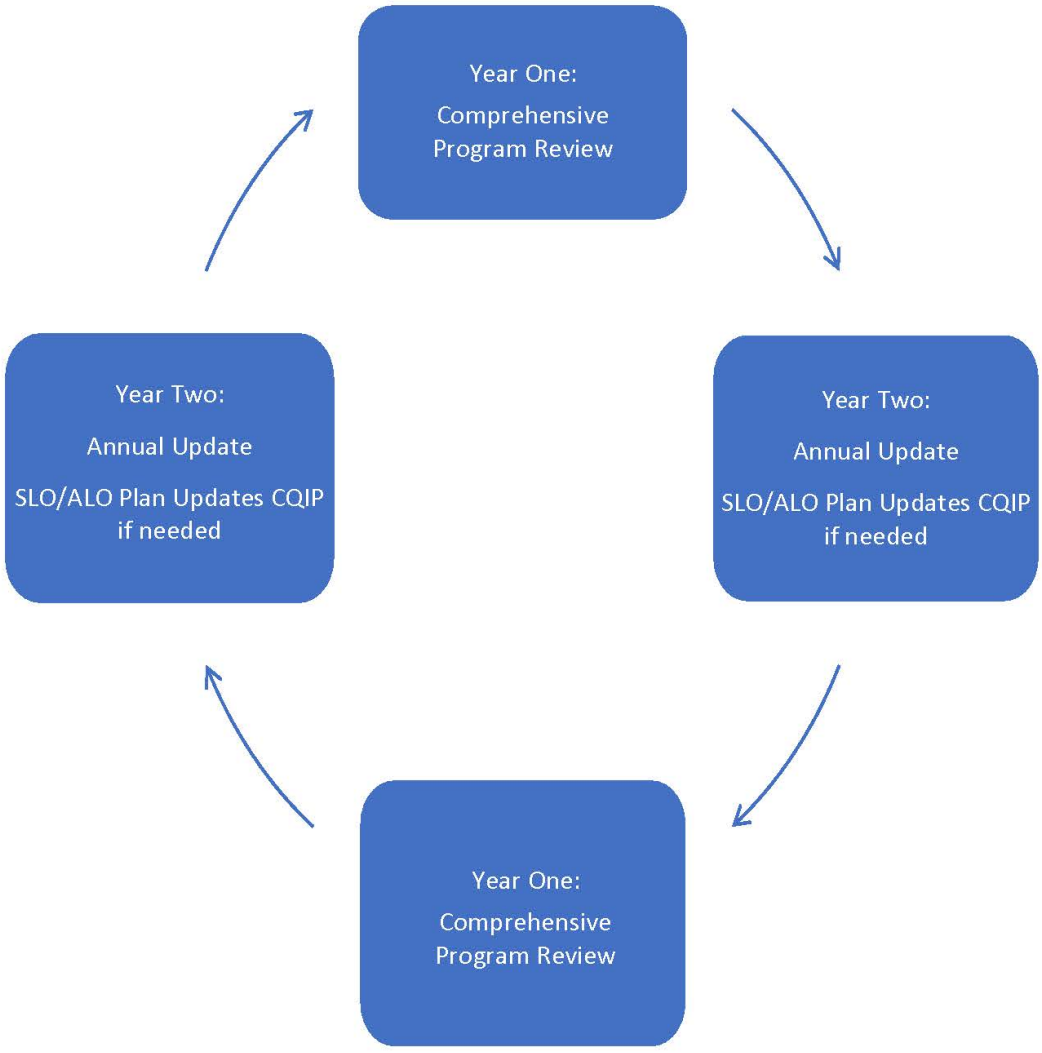
Program review serves as one of the primary mechanisms for both short-term and long-term planning at College of the Siskiyous. The four-year program reviews and the annual updates will be reviewed by both the Vice-Presidents and the Integrated Planning and Budget Committee (IPBC). The VPs and the IPBC will use the reviews and updates to prioritize resource allocations using standard metrics at COS 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, update an SLO and ALO plan and to make budget requests that fall outside of the normal budget cycle by preparing a Continuous Quality Improvement Plan (CQIP).



Career and Technical Education Program Cycle



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 all data. The primary responsibility for instructional program review participation rests with the faculty and the responsibility for non-instructional program rests with the directors of each area. However, the intent of program review is to generate broad discussion across the largest group of individuals as possible. As such, the principal preparer of the program review 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.

Program review participation should always include at least person from the primary service area of the program. For example, the Fire Program should invite at least one member from local fire services that hire COS graduates. The Nursing Program should include at least one member from a local healthcare agency that hires COS graduates. Students served by the program should also be invited to participate and represented in the program review process. Programs that offer services to faculty or staff should include a representative from the areas that they serve in the process.

Supporting Evidence for the Program Review

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

1. The results of student learning outcomes assessment. 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;
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 July 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:* This data set will include:
        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 in May before the program review year;
        3. Total students served disparaged by county high school graduate and non-high school graduates;

- *What Kinds of Services You Provide:* Data here will include:
  1. A breakdown of the types of services, instructional, student support, etc. that the program or area provides. (source-Program Area)
  2. The number of degrees or certificates awarded in the program over the preceding four years. (source-Institutional Research)
- *How you provide them:* Data here will include:
  1. Credit course offerings
  2. Non-credit course offerings
  3. Full-time vs. part-time faculty offerings
  4. An FTES analysis for the preceding four years
  5. Non-Instructional programs that produce no FTES should include an analysis of their percentage of the overall budget and how they support learning at the College.
- *Describe how your curriculum is up-to-date and needs based:* Data here will include:
  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:
     a. Degree applicable
     b. Transferable
     c. Non-transferable
     d. Non-degree applicable will be included in this data.
     e. 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:* Data here will include:

  List of all courses offered in the preceding four years including:

  a. Modality
  b. ime
  c. Day enrollment one first day, census and last of class
  d. Completion and success rates

In addition, other evidence may be used by those completing program review. The other forms of evidence may include but are not limited to:

1. Data requests by the persons completing program review fulfilled by the Office of Research and Assessment. If the persons working on an area's program review would like data that is not part of the standard data set then they may, not later than October 1st of the program review year, submit a data request to the Office of Research and Assessment which will be fulfilled not later than November 1st of the program review year;
2. Surveys of students and constituent groups;
3. Employer / industry surveys;
4. Other forms of evidence as deemed appropriate.

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 form which is available via a fillable PDF.

College of the Siskiyous Instructional Program Review

- Plan Name
- Principal Preparer
- Contributors

An * notes that the Research Office will provide data on these sections as prescribed in *The Program Review Data Report*:

1. Description of Program: Assume the reader doesn't know anything about your program. Please describe your program, including the following:
    a) *Organization (including staffing and structure)
    b) *Primary purpose
    c) *Whom you serve (including demographics)
    d) *What kind of services you provide
    e) *How you provide them (check those that apply)
        - Non-credit courses
        - Basic Skills courses
        - Degree Applicable courses
        - Transfer courses
        - Vocational courses
        - Counseling / Advising
        - Financial Aid
        - Facilities
        - Administration
    f) *Describe how your curriculum is up-to-date and needs based. (Base the description on surveys, environmental scan data,

transfer patterns, such as GE, IGETC, CSU, AA-T, or AS-T, accreditation standards, and/or articulation agreements. Consider the results of your most recent curriculum reviews in this section).

g) *Provide a breakdown of the classes offered in your areas within the Program Review cycle.

2. External Factors with Significant Impact: What external factors have a significant impact on your program? Please include the following as appropriate:
    a) Budgetary constraints or opportunities
    b) Competition from other institutions
    c) Requirements of four-year institutions
    d) Institutional regulation, policies, standards, and other mandates
    e) Non-Institutional regulations, policies, standards, and other mandates
    f) Job market
        - Requirements of prospective employers
        - Development in the field (both current and future)
    g) Other
3. Progress on Outcomes Assessment
    a) Please summarize the progress your unit has made on program and/or course level SLO measures you have applied since your last Program Review
    b) Please describe any program/course and/or instructional improvements made by your unit as a result of the outcomes assessment process.
    c) Please describe the program's assessment plan for the next four years.
4. Institutional Program Effectiveness Indicators: Please discuss your program's performance on each program specific data item provided by the Research Office. If you have already discussed your program's

performance on one or more of these components then refer to that response here, rather than repeating it.

a) *Use the data provided by the Research Office to discuss your current Course Completion Rate and then set a Course Completion Rate goal for your future program review cycle.
b) *Use the data provided by the Research Office to discuss your current Course Success Rate and then set a Course Success Rate goal for your future Program Review cycle.
c) *Use the data provided by the Research Office to discuss your FT/PT Faculty Ratio and how it is impacting your program and/or student success.

5. Other Unit-Specific Quantitative and Qualitative Research: Please provide….
    a) *A list of any quantitative or qualitative measures not provided in the previous questions that you have chosen to gauge your program's effectiveness (e.g., transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin's data, equity data, etc.)
    b) A summary of the results of these measures.
    c) What did you learn from your evaluation of these measures, and what improvements have you implemented or do you plan to implement as a result of your analysis of these measures?
6. Evaluation: Based upon and not repeating the descriptions you provided in Question 1 and the responses provided in Questions 2 – 5, please provide an analysis of what is going well and why and what is not going well and why, in any of the following areas that are relevant to your program:
    a) Representativeness of population served
    b) Alternative modes and schedules of delivery (e.g., online, hybrid, early morning, evening services)

c) Partnerships (internal and external)
d) Innovation and implementation of best practices
e) Efficiency in operations
f) Efficiency in resource use
g) Staffing
h) Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)
i) Professional development and training
j) Compliance with applicable mandates

7. Vision. Tell us your unit's vision: Where would you like your program to be four years from now? Dream big while considering any upcoming changes (e.g., new buildings, labs, growth, changes in the discipline, etc.)
8. Progress on Prior Goals: Briefly summarize any progress your unit has made in meeting the goals and objectives identified in the program's last Four-Year Action Plan.
9. Four Year-Action Plan and Continuous Quality Improvement Proposal (Goals, Objectives, Resources, and Actions): Reflect on your responses to all the previous questions. Write a Four-Year Action Plan, entering the specific program goals you have formulated to maintain or enhance your strengths, or to address identified challenges. In writing your objectives and developing your resource requests, consider student learning and program assessment results. Assign an overall priority to each goal and each objective. In addition, enter any actions and/or resources required to achieve each objective. Then complete a CQIP for each new budget allocation request.
10. Closing the loop: In the last cycle, were any of your program CQIPs approved? If so, how did this additional budget allocation improve or support your program?

Signature Page

We the undersign certify that the *insert program name here* program review process included broad dialogue about student learning, program effectiveness and resource allocation.

_____

Principal Preparer

_____

Contributor

_____

Contributor

Continuous Quality Improvement Plan

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 Continuous Quality Improvement Proposal. This form is available via a fillable PDF.

Operational Unit Program Review
Continuous Quality Improvement Proposal (CQIP)
Issue: [Name of the Issue being addressed]

Board Policy? ☐ ☒ Administrative Procedure? ☐ ☒
[Use one of the boxes above – checked if it relates; blank if not applicable]

Issue: [Briefly describe the issue].

Vision/Mission/Institutional Master Plan Alignment: [Address if this proposal is aligned with the College's vision, mission, and/or a strategic goal within the Institutional Master Plan. Usually these proposals have quoted a portion of one or more of areas being aligned with].

Program Review Objective: [Identify Program Review Objective/Effort if applicable].

Background: [Describe the background on this issue – where we are at the present time and how we got here].

Rationale: [Explain the reasoning behind the proposed improvements].

Budgetary Impact: [Detail any funding impact to the proposed improvements; sometimes this is a reduction in expenses, and sometimes there is increased spending needs to accomplish the improvements (e.g., a capacity issue within a programmatic area). However, sometimes the proposed improvement has no budgetary impact as it is a process or procedure improvement that does not have a financial component to it. Please explain and justify the extent of the impact(s) here].

Resource Allocation Adjustments (if any): [Like with fiscal impacts, process and procedure improvements can require changes in how resources on campus are allocated; it could be streamlining people's time, or tasks, or workflows, etc. Or the CQIP is addressing capacity issues for a programmatic area; in these circumstances there is likely both a budgetary impact AND resource allocation adjustment. These adjustments are detailed here].

Recommendation: [The recommendation is usually to implement the proposed improvement, and this gives a chance to briefly summarize the issue and its positive impact. In matters of budgetary increase requests this is a good place to reiterate and document the justification].

Submitted By: [Your Name/Program Area Goes Here] Date: [DATE]

Action Taken: [You can leave this blank, please]

The Annual Update and Form

In the other three years of the Program Review cycle, the principal preparer of each program review, in consultation with the full-time, part-time, staff and management of each program / area will complete the following Program Annual Update Form which is available as a fillable PDF. All annual updates shall be completed no later than December 15 of each year.

College of the Siskiyous Annual Program Update

1. Describe annual progress / changes / events in the program.
2. Describe progress on assessing SLOs and PLOs for the program.
3. Discuss any support or obstacles encountered by the program.
4. Describe program budgetary needs or implications. (Submit a CQIP if you are requesting a budget allocation that falls outside of regular yearly budget allocations).
5. Closing the loop: In the last year, were any of your program CQIPs approved? If so, how did this additional budget allocation improve or support your program?

College of the Siskiyous

Annual Update Program Review

Program Name: _____ Academic Year: _____

Person Completing Update: _____

Number of full-time faculty in the program: _____

Number of part-time faculty in the program: _____

Number of staff in the program (ex. Instructional Support Specialist): _____

Do the above numbers reflect any staffing changes? _____

Refer to the most recent Comprehensive Program Review, what were the identified actions for improvement? Identify any current and/or new strategies that have been implemented.

Describe your progress on assessing Student Learning Outcomes/Service Area Outcomes, and PLOs.

Discuss any support or obstacles encountered by the program.

Describe program budgetary needs or implications (Submit a Continuous Quality Improvement Proposal [CQIP] if you are requesting a budget allocation that falls outside of regular yearly budget allocations).

Closing the loop: In the last year, were any of your program CQIPs approved? If so, how did this additional budget allocation improve or support your program?

☐ Reviewed by the Integrated Planning and Budget Committee on: _____

Non-Instructional Comprehensive Program Review Form

Program Area: _____Year: September _____ to September ____

Goal/Strategy/Theme (Based on Master Plan)			
Measurable Service Area Outcomes (Criteria for Success)	**Indicators of Success (Data/Tools/Thresholds)**	**Results**	**Improvement Actions (Based on Results)**

Contact Persons: _____

Submission Instructions

All the forms needed to complete program review are available for download.

Four-Year Program Review

Not Later than December 15th the principal preparer will submit, electronically, the following documents to the Dean or Director of the program being reviewed:

1. A completed Four-Year Program Review Form with a four-year plan and prioritized goals.
2. Any additional supporting documentation
3. A signature page signed by each participant of the program review
4. A Continuous Quality Improvement Plan if requesting resources above and beyond normal annual budget allocations.

The Dean or Director 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 principal preparer and the contributors will consider the feedback provided by the Dean or Director, make any changes they deem appropriate and prepare the program review documents for their final submission.

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

5. A completed Four-Year Program Review Form with a four-year plan and prioritized goals.
6. Any additional supporting documentation

7. A signature page signed by each participant of the program review
8. A Continuous Quality Improvement Plan 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 help inform planning and budget prioritization. The reviews will then be sent to college council where they will be reviewed by the council and used to inform planning and budget prioritization.

Annual Updates:

Not later than December 15th the principal preparer 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:

1. Completed Annual Update Form;
2. Signature page signed by each participant of the annual update;
3. Continuous Quality Improvement Plan if requesting resources above and beyond normal annual budget allocations.

Checklist and Timelines for the Four-Year Program Review

Done	Target Date for Completion	Process Step
	April 1	The Office of Research and Assessment notifies the principal preparer that a four-year program review will be completed in their program in the next academic year.
	May 1	Initial meeting called by the principal preparer to begin dialogue, answer questions, identify potential data requests and student data disaggregation needs. This meeting should include the Dean and the researcher assigned the given program review.
	July 1	*Program Review Data Report* made available to principal preparer and all full-time faculty in the area.
	September 15	Principal preparer calls a meeting of the full-time faculty and relevant dean or director. At this meeting, the participants shall: 1. identify additional participants to add to the process and discuss additional data request for the Office of Research and Assessment 2. establish timelines for the completion and review of the program review. 3. begin ongoing discussion about their program This meeting should include the researcher assigned to the given program review.
	October 1	The principal preparer shall submit additional data requests to the Office of Research and Assessment
	October 2-December 15	The participants engage in ongoing meetings and dialogue regarding the program, student learning and planning as well as preparing the program review documents.
	December 15	The principal preparer shall submit to the dean or director a copy of the completed program review for review and comment. The dean or director may make

		comments and suggestions regarding the program review but may not make changes to the program review, unless they are the principal preparer.
	December 16- February 14	Ongoing dialogue and review of the program review draft, comments / suggestions from reviewers and ongoing planning. Changes, if any, are made in a continuous effort to clarify and dialogue about student learning, program effectiveness and resource allocation.
	February 15	Principal preparer will secure the signature of each participant of program review and submit the finalized program review to appropriate Vice-President and the Integrated Planning and Budget Committee.
	February – May	Integrated Planning and Budget, along with College Council, will use the program reviews to inform planning and budget prioritization.

Checklist and Timelines for Annual Update

Done	Target Date for Completion	Process Step
	September 15	Principal preparer calls a meeting of the full-time faculty and relevant dean or director. At this meeting, the participants shall: 1. discuss annual progress / changes / events in the program; 2. create / update their SLO/SAO and PLO assessment plan for upcoming academic year. 3. discuss any support or obstacles encountered by the program; 4. describe program budgetary needs or implications.
	September – December	Ongoing dialogue about annual program progress, changes and events.
	December 15	Principal preparer will secure the signature of each participant of annual update and submit the finalized annual update to the appropriate Vice-President and the Integrated Planning and Budget Committee.
	December – May	Integrated Planning and Budget, along with College Council, will use the annual updates to inform planning and budget prioritization.

Sample Program Review Cycle

History Program Review	Academic Year	Need to Submit
Year 1	2017-2018	Annual Update for 2016-2017
Year 2	2018-2019	Program Review for 2014-2015; 2015-2016, 2016-2107; 2017-2018
Year 3	2019-2020	Annual Update for 2018-2019
Year 4	2020-2021	Annual Update for 2019-2020
Year 5	2021-2022	Annual Update for 2020-2021
Year 6	2022-2023	Program Review for 2018-2019, 2019-2020; 2020-2021, 2021-2022

Program Review Cycles Through 2023

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 on 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.

Program Review Through 2023						
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Administration of Justice	AU	PR	AU	PR	AU	PR
Business and Computer Sciences	AU	PR	AU	PR	AU	PR
Counseling	AU	AU	AU	PR	AU	AU
Early Childhood Education	AU	PR	AU	PR	AU	PR
Fine and Performing Arts	AU	AU	PR	AU	AU	AU
Fire	AU	PR	AU	PR	AU	PR
Health, Physical Education and Recreation	AU	PR	AU	AU	AU	PR
Humanities and Social Sciences	AU	PR	AU	AU	AU	PR
Library	AU	AU	PR	AU	AU	AU
Math	AU	AU	PR	AU	AU	AU
Modern Languages	AU	AU	AU	PR	AU	AU
Nursing	AU	PR	AU	PR	AU	PR

Sciences	AU	AU	AU	PR	AU	AU
Welding	AU	AU	PR	AU	AU	AU

Non-instructional Program Review through 2023
**The programs below are to follow the same timeline as non-CTE instructional programs. *Please note, this process will change after 2023.*
Academic Affairs
Academic Success Center
Administrative Services
Admissions and Records
Basecamp
Bookstore
Counseling
Distance Learning
Financial Aid
Food Services
Human Resources
Institutional Research
Library
Maintenance, Operations & Transportation
President's Office
Public Information Office
Student Access Services (SAS)
Student Lodges
Student Services
Technology Services
Veteran Services

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 dialog 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 institutional processes to support student learning and student achievement.

Institutional Effectiveness

5. 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.
6. 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.

7. 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.
8. 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.
9. 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 and assessment of the program review process. The results of the survey will be complied and submitted to the Integrated Planning and Budget Committee and the President of the Academic Senate each year. The committee will then recommend changes, if any, to the Academic Senate for their consideration.

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.