

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

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