SPRING 2021 PROGRAM REVIEW STEERING COMMITTEE

Comprehensive Evaluation Guide

Instructional FINAL

Department/Program:		PRSC Approved: 5/21/2020
Author(s).		

Directions for PRSC Team: For each component of the program review, please rate the response as one of the following: Initial, Evolving, Established. All areas marked as initial or evolving need further clarification in the comments section.

SECTIONS	SUBCRITERIA	Initial	Evolving	Established	Comments
Section I: Program Overview and	·	Not rated	Not rated	Not rated	
Update (I.1-4)	collaborative effort. (I.2)				
Section II: Program Reflection	Mission statement. (II.1)	□ no mission statement	□ mission statement is not clear,	□ clear, concise and descriptive	
and Description (II.1-II.4)			concise or descriptive	mission statement is provided	
(Program area advances the college	□ no discussion of how the program	☐ limited discussion of how the	☐ thorough discussion of how the	
	mission, vision and values. (II.2)	area mission supports the College	program area mission supports the	program area mission supports the	
		mission, vision and values	College mission, vision and values	College mission, vision and values	
	Program supports guided pathways (II.3)	□ no discussion of how the program		☐ thorough discussion of how the	
	(11.3)	area supports the guided pathways		program area supports the guided	
	Catalog description is updated and	initiative ☐ description is not up to date and	pathways initiative description is not up to date and	pathways initiative description is up to date and	<u>.</u> 1
	accurate. (II.4)	accurate and no plan to revise	accurate but the program	accurate	
	<u> </u>		summarized plan to revise		
		1	1	T	ı
Section III: Course Curriculum, Assessment and Student	Active course outlines have been reviewed in the last five years. (III.1)	□ not all courses have been	□ N/A	☐ all courses have been reviewed in	
Success	Teviewed in the last live years. (iii.1)	reviewed in the last five years		the last five years	
(III.1-III.15)					
Section III: Curriculum Review	Discussion of how program is preparing	☐ no discussion of how the program	☐ limited discussion of how the	☐ thorough discussion of how the	1
(III.1-III.3)	students for transition. (III.2)	is preparing students for transition	program is preparing students for	program is preparing students for	
			transition	transition	
	Steps and rationale for planned changes	□ no discussion of steps or	□ limited discussion of steps or	☐ thorough discussion of steps or	
	for curriculum. (III.3)	rationale for planned changes to	rationale for planned changes to	rationale for planned changes to	
		curriculum	curriculum	curriculum	
	1	1	1	1	
Section III: SLOs/PLOs (III.4-III.9)	Assessment Plan uploaded. (III.4)	☐ no Assessment Plan uploaded	N/A	☐ Assessment Plan uploaded	
	High-level analysis of SLO findings over	☐ no analysis of SLO	☐ limited analysis of SLO	☐ thorough analysis of SLO findings/	1
	the past 1 to 4 years. (III.5)	findings/results	findings/results	results	-
	Discussion of student-learning related success and challenges. (III.6)	☐ no discussion of student-learning	☐ limited discussion of student-	☐ thorough discussion of student-	
	Success and challenges. (III.0)	related successes and challenges	learning related successes and challenges	learning related successes and	
			orialionges	challenges	

Sp 20 PR Comprehensive Evaluation Guide

Section III: Student Achievement	Discussion of program area success rate		limited discussion of course	the remaining of course
(III.7-III.12)	changes within the past 4 years.		☐ limited discussion of course	thorough discussion of course
(III.1 III.1 Z)	(III.7)	rates	success rates	success rates
	Discussion of program area 4-year goals	□ no discussion or report of 4-year	☐ limited discussion or report of 4-	☐ thorough discussion or report of 4-
	of success rate across all courses.	goal for course success rates	year goal for course success rates	
	(III.8)	Igoal for course success rates	year goar for course success rates	year goal for course success rates
	Discussion of any equity gaps or factors	□ no discussion of equity gaps or	☐ limited discussion of equity gaps	☐ thorough discussion of equity gaps
	(internal or external) that may affect the	factors that may affect department/	or factors that may affect	or factors that may affect department/
	department/ discipline course success	discipline course success rates	department/ discipline course	discipline course success rates
	rate. (III.9)	·	success rates	·
	Discussion of department/discipline	□ no discussion of	☐ limited discussion of	☐ thorough discussion of
	factors contributing to lower success	department/discipline factors	department/discipline factors	department/discipline factors
	rates for these group of students.	contributing to lower success rates	contributing to lower success rates	contributing to lower success rates
	(III.10)			-
	Discussion of action steps taken to	□ no discussion on action steps	☐ limited discussion on action steps	□ thorough discussion on action
	address equity gaps (a) short-term; (b)	taken to address equity gaps	taken to address equity gaps	steps taken to address equity gaps
	next four years. (III.11)			
	Discussion on other data the program	□ no discussion on other data used	☐ limited discussion on other data	□ thorough discussion on other data
	area is using to inform planning.	to inform planning	used to inform planning	used to inform planning
	(III.12)			
Section III: Distance Ed	Discussion of differences in success	☐ no discussion of differences	☐ limited discussion of differences	☐ thorough discussion of differences
(III.13-III.16)		between distance education vs. in-	between online and in-person	between online and in-person student
(11.10 11.10)	person student success rates. (III.13)-14)		student success rates; disparities	success rates; disparities
	person stadent success rates. (iii. 10) 14)	person success rates, disparities	Student success rates, dispanties	disparties
	Discussion of mechanisms (e.g.,	☐ no discussion on how the	☐ limited discussion on how the	☐ thorough discussion on how the
	processes, methods, models, practices)	department/ discipline will ensure	department/ discipline will ensure	department/discipline will ensure
	in place to ensure regular and effective	l ·	regular and effective contact within	regular and effective contact within
	_ ·	online courses	online courses	online courses
	` '			
	Discussion of tools and strategies be	\square no discussion of what the	☐ limited discussion of what the	\square no discussion of what the program
		program will do to address	program will do to address	will do to address disparities
	support student success. (III.16)	disparities	disparities	
			ļ	
Section IV: Degree/Certificate	Degrees and certificates data for the past	no report on number of	□ report on number of	□ report on number of
Programs	five years reported. (IV.2-3)		degrees/certificates awarded OR	degrees/certificates awarded;
(IV.1-IV.16)	,	indication of degree/certificate	indication of complete	indication of complete
()		review in past five years	degree/certificate review in past five	degree/certificate review in past five
		Toview in past live years	vears (not both)	vears
	Degrees, certificates, and preparation for	□ no discussion of how degrees,	☐ limited discussion of how degrees,	thorough discussion of how
	industry certifications are meeting the	<u> </u>	certificates, and preparation for	degrees, certificates, and preparation
	needs of students for transfer and/or		industry certification are addressing	for industry certification are
	workforce. (IV.4-5)	transfer and/or workforce needs	transfer and/or workforce needs	addressing transfer and/or workforce
	, ,	Tanoror ana, or worklord needs	Workload House	needs
	Degrees and certificates can be	□ students cannot complete	N/A	□ students can complete
	completed within a two-year period.	degree/certificate requirements		degree/certificate requirements within
	(IV.6)			,
	` '	within 2 years		2 years
	Discussion on how currently assessing	□ not currently assessing PLOs; no	☐ limited discussion of PLO	□ thorough discussion of PLO
	PLO's within the 4-year cycle. (IV.7)	discussion of PLO assessment	assessment	assessment
	PLO's in the catalog are an accurate	□ PLOs in catalog are not accurate	N/A	□ PLOs in catalog are an accurate
	reflection of the department or			_
	discipline's current learning objectives.	reflection of department/discipline		reflection of department/discipline
	(IV.8)	learning objectives		learning objectives
	PLO's are mapped to course SLO's.	☐ PLOs not mapped to course	N/A	□ PLOs are mapped to course SLOs
	Language 11	SLOs	14/1	
	111 V - 1//	ISLUS	Ī	1

Sp 20 PR Comprehensive Evaluation Guide

2

•	Describe how the program is helping	□ no discussion of how the program	☐ limited discussion of how the	□ thorough discussion of how the
Program Demand	students explore careers in their program	is helping students explore careers	program is helping students explore	program is helping students explore
(IV.10-IV.12)	area. (IV.10)	in the program area	careers in the program area	careers in the program area
				oarosis iii aro program aroa
	The program addresses the latest labor	☐ no discussion of labor market	☐ limited discussion of labor market	☐ thorough discussion of labor
	market data for careers (including	data and implications	data and implications	market data and implications
	transfer students). (IV.11)	data and implications		market data and implications
	Discuss labor market implications for the	□ no discussion of labor market	☐ limited discussion of labor market	☐ thorough discussion of labor
	program's curriculum. (IV.12)	implications for curriculum	implications for curriculum	market implications for curriculum
	Describe your program area strengths or	□ no discussion on program area	□ limited discussion on program	□ thorough discussion on program
External Influences	challenges. (IV.13-14)	strengths or challenges	area strengths or challenges	area strengths or challenges
(IV.13-IV.16)				
	Describe external influences that affect	□ no discussion of external	□ limited discussion on external	□ thorough discussion on external
	you program area (positive or negative).	influences	influences	influences
	(IV.15) Discussion on opportunities that exist to		Dispited dispussion on apportunity (1975)	The reverse discussion of
	advance student success and equity in	no discussion on opportunities	☐ limited discussion on opportunities	□ thorough discussion on
	the next 4 years. (IV.16)	that exist	that exist	opportunities that exist
	The Hole Typesion (17110)			
Section V: Previous Goals	For goal status identified as "Deleted" or	☐ no rationale or results given for	☐ limited rationale or results given	☐ thorough rationale or results given
(V1-3)	"Completed," appropriate rationale or	deletion or completion of goals	for deletion or completion of goals	for deletion or completion of goals
	summary of results was given. (V.2,3)			
Section VI: 4-Year Goals	New goals support College Strategic	☐ no discussion of how new goal(s)	☐ limited discussion of how now	☐ thorough discussion of how new
(VI.1-6)	Goals. (VI.2,3)	. ,	goal(s) advance(s) College Strategic	
((1.2,3)	advance(s) conege offategie doals	Goals	Goals
	New goals informed by assessment	☐ no discussion of how new goals	☐ limited discussion of how new	thorough discussion of how new
	results (SLO/PLO), student achievement	are informed by data or other	goals are informed by data or other	goals are informed by data or other
	data, or other data/rationale provided.	information; no rationale provided	information; limited rationale	information; thorough rationale
	(VI.4)		provided	provided
	Action steps are discussed. (VI.5)	□ no discussion of action steps	☐ limited discussion of action steps	thorough discussion of action
	Not Rated: Resource requests specified	N/A	N/A	steps N/A
	as action steps. (VI.5)			
	Discussion on how this goal will be	☐ no discussion of how this goal	☐ limited discussion of how this goal	☐ thorough discussion of how this
	evaluated. (VI.6)	will be evaluated	will be evaluated	goal will be evaluated
	T			
	Resource requests are linked to specific	no connection to		clear connection to
RESOURCE REQUESTS LINKED	department/ discipline goals and action	department/discipline goal or action		department/discipline goal or action
TO PROGRAM REVIEW GOALS	steps and include details on the expected	step(s)		step(s)
	impact on the program.			

Sp 20 PR Comprehensive Evaluation Guide