

**PROGRAM REVIEW STEERING COMMITTEE**  
**Annual Update Evaluation Guide**

**FINAL DRAFT**

**Department/Program:**  
**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
<b>Section I and II</b>					
<b>Instructional Area Program Update</b> I.1-4	Program Review team represents collaborative effort. (I.2)	<input type="checkbox"/> no evidence of broad participation in the development of program review	<input type="checkbox"/> some evidence of participation outside of lead author	<input type="checkbox"/> substantial evidence of participation beyond the lead author	
	Summary of changes, additions, and achievements in program since last program review annual update. (I.4)	<input type="checkbox"/> no summary of changes, additions, and achievements in program since last program review annual update	<input type="checkbox"/> limited summary of changes, additions, and achievements in program since last program review annual update	<input type="checkbox"/> thorough summary of changes, additions, and achievements in program since last program review annual update	
<b>Section II</b>					
<b>SLO and PLO (II. A.1-2)</b>	Course SLOs assessment plan on file with SLOAC. (II.A.1)	<input type="checkbox"/> no SLO assessment plan on file	N/A	<input type="checkbox"/> SLO assessment plan on file	
	Analysis of SLO findings, including successes, challenges and any changes made as a result. (II.A.2)	<input type="checkbox"/> no analysis of SLO findings	<input type="checkbox"/> limited analysis of SLO findings	<input type="checkbox"/> thorough analysis of SLO findings	

<p><b>SLO and PLO (II. A.4-6)</b></p>	<p>Currently assessing PLO's. (II.A.4)</p>	<p><input type="checkbox"/> no discussion of PLO assessment</p>	<p><input type="checkbox"/> limited discussion of PLO assessment</p>	<p><input type="checkbox"/> thorough discussion of PLO assessment</p>	
	<p>PLOs in the catalog are an accurate reflection of the department/discipline's current learning objectives. (II.A.5)</p>	<p><input type="checkbox"/> PLOs in catalog are not an accurate reflection of department/discipline learning objectives</p>	<p>N/A</p>	<p><input type="checkbox"/> PLOs in catalog are an accurate reflection of department/discipline learning objectives</p>	
	<p>PLOs are mapped to course SLOs. (II.A.6)</p>	<p><input type="checkbox"/> PLOs not mapped to course SLOs</p>	<p>N/A</p>	<p><input type="checkbox"/> PLOs are mapped to course SLOs</p>	
<p><b>B. Student Achievement (II.B. 1-7) All programs</b></p>	<p>Changes in success rate across all department/discipline courses. (II.B.1)</p>	<p><input type="checkbox"/> no discussion of changes in department/discipline's success rate across all courses</p>	<p><input type="checkbox"/> limited discussion of changes in department/discipline's success rate across all courses</p>	<p><input type="checkbox"/> thorough discussion of changes in department/discipline's success rate across all courses</p>	
	<p>Discussion of department/discipline's success rate pertaining to college's 2024 goal. (II.B.2)</p>	<p><input type="checkbox"/> no discussion of department/discipline's success rate pertaining to college's 2024 goal</p>	<p><input type="checkbox"/> limited discussion of department/discipline's success rate pertaining to college's 2024 goal</p>	<p><input type="checkbox"/> thorough discussion of department/discipline's success rate pertaining to college's 2024 goal</p>	
	<p>Discussion of equity gaps and factors (internal or external) contributing to lower success rates for certain groups (II.B.3-4).</p>	<p><input type="checkbox"/> no discussion on equity gaps (e.g., by gender and ethnicity) or the institutional factors that may be contributing to lower success rates</p>	<p><input type="checkbox"/> limited discussion on equity gaps (e.g., by gender and ethnicity) or the institutional factors that may be contributing to lower success rates</p>	<p><input type="checkbox"/> thorough discussion on equity gaps (e.g., by gender and ethnicity) or the institutional factors that may be contributing to lower success rates</p>	

<b>Distance Ed (II.C. 1-3)</b>	Discussion of specific steps to address equity gaps and the impact of those steps on annual program review. (II. 5-6)	<input type="checkbox"/> no discussion of steps to address equity gaps or ways the steps inform the goals set in annual program review	<input type="checkbox"/> limited discussion of steps to address equity gaps and ways the steps inform the goals set in annual program review	<input type="checkbox"/> thorough discussion of steps to address equity gaps and ways the steps inform the goals set in annual program review	
	Discussion of specific steps the department/discipline will take to address ways department/discipline works across instruction and student services to advance the college's student success and equity goals. (II.7)	<input type="checkbox"/> no discussion of ways department/discipline works across instruction and student services to advance the college's student success and equity goals	<input type="checkbox"/> limited discussion of ways department/discipline works across instruction and student services to advance the college's student success and equity goals	<input type="checkbox"/> thorough discussion of ways department/discipline works across instruction and student services to advance the college's student success and equity goals	
	Discussion of data to explain differences between online and face-to-face student success rates and what the department/discipline will do to address the disparities. (C.1-2)	<input type="checkbox"/> no discussion of differences between online and face-to-face student success rates; no discussion of what the program will do to address disparities.	<input type="checkbox"/> limited discussion of differences between online and face-to-face student success rates; limited discussion of what the program will do to address disparities.	<input type="checkbox"/> thorough discussion of differences between online and face-to-face student success rates; no discussion of what the program will do to address disparities.	
	Discussion of mechanisms (e.g., processes, methods, models, practices) in place to ensure regular and effective contact within online courses (C.3)	<input type="checkbox"/> no discussion on how the department/discipline will ensure regular and effective contact within online courses	<input type="checkbox"/> limited discussion on how the department/discipline will ensure regular and effective contact within online courses	<input type="checkbox"/> thorough discussion on how the department/discipline will ensure regular and effective contact within online courses	

<p><b>Section III: Previous Goals</b></p>	<p>Previous goals support College Strategic Goals. (III.1-3)</p> <p>For goal status identified as “deleted” or “completed,” appropriate rationale was given. (III.4-5)</p> <p>For goal status identified as “in progress” or “not started,” action steps and evaluation plans are discussed. (III.4-5)</p>	<p><input type="checkbox"/> no discussion of how previous goal(s) advance(d) College Strategic Goals</p> <p><input type="checkbox"/> no rationale given for deletion or completion of goals</p> <p><input type="checkbox"/> no action steps or evaluation plans are discussed</p>	<p><input type="checkbox"/> limited discussion of how previous goal(s) advance(d) College Strategic Goals</p> <p><input type="checkbox"/> limited rationale given for deletion or completion of goals</p> <p><input type="checkbox"/> some action steps or evaluation plans are discussed for applicable goals</p>	<p><input type="checkbox"/> thorough discussion of how previous goal(s) advance(d) College Strategic Goals</p> <p><input type="checkbox"/> thorough rationale given for deletion or completion of goals</p> <p><input type="checkbox"/> action steps or evaluation plans are discussed for all applicable goals</p>	
<p><b>Section IV: New Goals</b></p>	<p>New goals support College Strategic Goals. (IV.1-3)</p> <p>New goals informed by assessment results, student achievement data, or other data/rationale provided. (IV.4-5)</p> <p>Action steps and evaluation plans are discussed. (IV.5-6)</p>	<p><input type="checkbox"/> no discussion of how new goal(s) advance(s) College Strategic Goals</p> <p><input type="checkbox"/> no discussion of rationale/data</p> <p><input type="checkbox"/> no discussion of action steps or evaluation plans</p>	<p><input type="checkbox"/> limited discussion of how new goal(s) advance(s) College Strategic Goals</p> <p><input type="checkbox"/> limited discussion of rationale/data</p> <p><input type="checkbox"/> limited discussion of action steps or evaluation plans</p>	<p><input type="checkbox"/> thorough discussion of how new goal(s) advance(s) College Strategic Goals</p> <p><input type="checkbox"/> thorough discussion of rationale/data</p> <p><input type="checkbox"/> thorough discussion of action steps and evaluation plans</p>	
<p><b>RESOURCE REQUESTS LINKED TO PROGRAM REVIEW GOALS</b></p>	<p>Resource requests are linked to specific department/ discipline goals and action steps and include details on the expected impact on the program.</p>	<p><input type="checkbox"/> no connection to department/discipline goal or action step(s)</p>	<p><input type="checkbox"/> limited connection to department/discipline goal or action step(s)</p>	<p><input type="checkbox"/> clear connection to department/discipline goal or action step(s)</p>	

