

PROGRAM REVIEW STEERING COMMITTEE

Non-Instructional *Comprehensive* 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
Section I and II	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 other than lead author	<input type="checkbox"/> substantial evidence of participation other than the lead author	
Service Area Overview & Update, Reflection and Description I.1-II.3	Mission statement (II.1)	<input type="checkbox"/> no mission statement	<input type="checkbox"/> mission statement is not clear, concise or descriptive	<input type="checkbox"/> clear, concise and descriptive mission statement is provided	
	Service area mission supports the College Mission. (II.2)	<input type="checkbox"/> no discussion of how the service area mission supports the College Mission	<input type="checkbox"/> limited discussion of how the service area mission supports the College Mission	<input type="checkbox"/> detailed discussion of how the service area mission supports the College Mission	
	Catalog description is updated and accurate. (II.3)	<input type="checkbox"/> description has not been reviewed within the last year	<input type="checkbox"/> N/A	<input type="checkbox"/> description has been reviewed within the last year	
Section III	Active course outlines have been reviewed in the last five years. (III.2-3)	<input type="checkbox"/> no or some courses have been reviewed in the last five years	<input type="checkbox"/> N/A	<input type="checkbox"/> all courses have been reviewed in the last five years	
Course, Curriculum, Assessment and Student Success (credit courses only) III.1-III.15	Analysis of SLO findings, including successes, challenges and any changes made as a result. (III.5-6)	<input type="checkbox"/> no analysis of SLO findings	<input type="checkbox"/> limited analysis of SLO findings	<input type="checkbox"/> thorough analysis of SLO findings	
	Discussion of department/discipline course success rates across past 5 years. (III.7-8)	<input type="checkbox"/> no discussion or report of course success rates	<input type="checkbox"/> limited discussion or report of course success rates	<input type="checkbox"/> thorough discussion and report of course success rates	

Section III (Cont'd)	Discussion of any equity gaps or factors (internal or external) that may affect the department/ discipline course success rate. (III.9-10)	<input type="checkbox"/> no discussion of equity gaps or factors that may affect department/ discipline course success rates	<input type="checkbox"/> limited discussion of equity gaps or factors that may affect department/ discipline course success rates	<input type="checkbox"/> thorough discussion of equity gaps or factors that may affect department/ discipline course success rates
	Discussion of specific steps the department or discipline will take to address equity gaps and the impact of those steps on the comprehensive program review goals. (III.11-12)	<input type="checkbox"/> did not identify steps to improve services and/or address equity gaps and potential impact on goals	<input type="checkbox"/> identified general steps to improve services and/or address equity gaps and potential impact on goals	<input type="checkbox"/> identified specific steps provided that the service area will take to address equity gaps and potential impact on goals
	Discussion of data to explain differences between online and face-to-face student success rates. (III.13-14)	<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; thorough 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 (III.15)	<input type="checkbox"/> no discussion on how the service area will ensure regular and effective contact within online courses	<input type="checkbox"/> limited discussion on how the service area will ensure regular and effective contact within online courses	<input type="checkbox"/> thorough discussion on how the service area will ensure regular and effective contact within online courses

Section IV	Degrees and certificates data for the past five years was reported. (IV.2-3)	<input type="checkbox"/> no report on number of degrees/certificates awarded; no indication of degree/certificate review in past five years	<input type="checkbox"/> only report on number of degrees/certificates awarded OR indication of complete degree/certificate review in past five years (not both)	<input type="checkbox"/> report on number of degrees/certificates awarded; indication of complete degree/certificate review in past five years
Degree & Certificate Programs IV.1-IV.9	Degrees and certificates are meeting the needs of students and/or articulation with four year institutions. (IV.4-6)	<input type="checkbox"/> no discussion of how degrees and certificates are meeting the needs of students and/or articulation	<input type="checkbox"/> limited discussion of how degrees and certificates are meeting the needs of students and/or articulation, with some discussion of potential or necessary changes	<input type="checkbox"/> thorough discussion of how degrees and certificates are meeting the needs of students and/or articulation, with thorough discussion of potential or necessary changes
	Currently assessing PLO's within the 4-year cycle. (IV.7)	<input type="checkbox"/> not currently assessing PLOs and no plan to assess	<input type="checkbox"/> not currently assessing PLOs but plan to assess PLOs in place	<input type="checkbox"/> plan to assess PLOs in place and PLOs are being assessed
	PLO's in the catalog are an accurate reflection of the department or discipline's current learning objectives. (IV.8)	<input type="checkbox"/> PLOs in catalog are not accurate reflection of department/discipline learning objectives	N/A	<input type="checkbox"/> PLOs in catalog are an accurate reflection of department/discipline learning objectives

Section IV Cont'd	PLO's are mapped to course SLO's. (IV.9)	<input type="checkbox"/> PLOs not mapped to course SLOs	N/A	<input type="checkbox"/> PLOs are mapped to course SLOs	
	Description of student population served and how program addresses student needs. (V.1-2)	<input type="checkbox"/> no discussion of service area's student population or how the service area ensures it is meeting student needs	<input type="checkbox"/> limited discussion of service area's student population or how the service area ensures it is meeting student needs	<input type="checkbox"/> thorough discussion of service area's student population or how the service area ensures it is meeting student needs	
Student Service Area Assessment & Data Analysis	Discussion on access, success and/or other data relevant to service area. (V.3)	<input type="checkbox"/> no discussion of data or reports relevant to the service area	<input type="checkbox"/> limited discussion of data or reports relevant to the service area	<input type="checkbox"/> thorough discussion of data or reports relevant to the service area	
V.1-V.6 (Yes. For service areas that provide direct service to students)	Discussion of steps your service area is taking to advance the college's student success and equity goals. (V.4)	<input type="checkbox"/> did not identify steps to advance the College's student access, success or equity goals	<input type="checkbox"/> identified general steps to advance the College's student access, success or equity goals	<input type="checkbox"/> identified specific steps to advance the College's student access, success or equity goals	
	SLOs/SSOs are being assessed. (IV.5-6)	<input type="checkbox"/> not currently assessing SLOs/SSOs and no plan in place	<input type="checkbox"/> plan to assess SLOs/SSOs in place but not yet assessed	<input type="checkbox"/> SLOs/SSOs are in place and being assessed	
Section VI	Discussion of ways the service area works to advance the college's student success and equity goals. (VI.1)	<input type="checkbox"/> no discussion of ways to advance the College's student access, success or equity goals	<input type="checkbox"/> limited discussion of ways to advance the College's student access, success or equity goals	<input type="checkbox"/> thorough discussion of ways to advance the College's student access, success or equity goals	
Service Area Assessment & Institutional Effectiveness	Discussion of research or local data and/or reports and implications for practice (VI.2)	<input type="checkbox"/> no discussion of data/reports or implications for practice	<input type="checkbox"/> limited discussion of data/reports and implications for practice	<input type="checkbox"/> thorough discussion of data/reports and implications for practice	
VI.1-VI.6	Identified program strengths and challenges. (VI.3-4)	<input type="checkbox"/> no discussion of program strengths or challenges	<input type="checkbox"/> limited discussion of program strengths and challenges	<input type="checkbox"/> thorough discussion of program strengths and challenges	
	Identified external factors and opportunities for improvement. (IV.5-6)	<input type="checkbox"/> no discussion of external factors and opportunities for improvement	<input type="checkbox"/> limited discussion of external factors and opportunities for improvement	<input type="checkbox"/> thorough discussion of external factors and opportunities for improvement	
Section VII: Previous Goals	Previous goals support College Strategic Goals. (VII.1-3)	<input type="checkbox"/> no discussion of how previous goal(s) advanced College Strategic Goals	<input type="checkbox"/> limited discussion of how previous goal(s) advanced College Strategic Goals	<input type="checkbox"/> thorough discussion of how previous goal(s) advanced College Strategic Goals	
	For goal status identified as "deleted" or "completed," appropriate rationale was given. (VII.4-5)	<input type="checkbox"/> no rationale given for deletion or completion of goals	<input type="checkbox"/> limited rationale given for deletion or completion of goals	<input type="checkbox"/> thorough rationale given for deletion or completion of goals	
	For goal status identified as "in progress" or "not started", action steps and evaluation plans are discussed (VII.4-5)	<input type="checkbox"/> no action steps or evaluation plans are discussed	<input type="checkbox"/> some action steps or evaluation plans are discussed for applicable goals	<input type="checkbox"/> action steps or evaluation plans are discussed for all applicable goals	

Section VIII: New Goals	New goals support College Strategic Goals. (VIII.1-3)	<input type="checkbox"/> no discussion of how new goal(s) advanced College Strategic Goals	<input type="checkbox"/> limited discussion of how new goal(s) advanced College Strategic Goals	<input type="checkbox"/> thorough discussion of how new goal(s) advanced College Strategic Goals	
	New goals informed by assessment results, student achievement data, or other data/rationale provided (VII.4-5)	<input type="checkbox"/> no discussion of rationale/data	<input type="checkbox"/> limited discussion of rationale/data	<input type="checkbox"/> thorough discussion of rationale/data	
	Action steps and evaluation plans are discussed (VII.5-6)	<input type="checkbox"/> no discussion of action steps or evaluation plans	<input type="checkbox"/> limited discussion of action steps and evaluation plans	<input type="checkbox"/> thorough discussion of action steps and evaluation plans	
RESOURCE REQUESTS LINKED TO PROGRAM REVIEW GOALS	Resource requests are connected to service area goals and action steps and include details on the expected impact on the program.	<input type="checkbox"/> no connection to service area goal or action step(s)	<input type="checkbox"/> limited connection to service area goal or action step(s)	<input type="checkbox"/> clear connection to service area goal or action step(s)	