# PROGRAM REVIEW STEERING COMMITTEE
## *Spring 2023 Annual Update* Evaluation Guide
**Instructional**                    **DRAFT 5/19/2022**

**Department/Program:** _____          PRSC Approved:

**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 |
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| **(1-5) Program Overview and Update** | Program Review team represents collaborative effort. | ☐ no evidence of broad participation in the development of program review | N/A | ☐ substantial evidence of participation beyond the lead author | |
| (6) Program Summary | Summary of changes, additions, and achievements in program since last program review annual update. | ☐ no summary of changes, additions, and achievements in program since last program review annual update | ☐ limited summary of changes, additions, and achievements in program since last program review annual update | ☐ thorough summary of changes, additions, and achievements in program since last program review annual update | |
| **Assessment and Student Achievement** | Course SLOs assessment plan on file with SLOAC. | ☐ no SLO assessment plan on file | N/A | ☐ SLO assessment plan on file | |
| (7) Assessment Findings | Assessment Plan on file with OAC/SLO Coordinator. | ☐ no Assessment Plan on File | ☐ Assessment Plan on file but work is needed to update the plan | ☐ Assessment Plan on file | |
| (8) Assessment Analysis | Analysis of SLO findings over past year, including successes, challenges and any changes made as a result. | ☐ no analysis of SLO findings | ☐ limited analysis of SLO findings | ☐ thorough analysis of SLO findings | |
| (9) Equity Plans | Summary of finding program's progress in meeting equity goals. | ☐ no summary of program progress in meeting equity goals | ☐ limited summary of program progress in meeting meeting equity goals | ☐ thorough summary of program progress in meeting equity goals | |
| (10) Impact of transition to remote operations | Describe the ways the service area was learned from the transition to remote operations | ☐ no discussion of the ways service area leaned from the transition to remote operations | ☐ limited discussion of the ways service area leaned from the transition to remote operations | ☐ thorough discussion of the ways service area leaned from the transition to remote operations | |
| **(11-12) Distance Education Courses Success** | Discussion of differences in success rates between distance education vs. in-person student success rates and what has the department done to address disparities. | ☐ no discussion of differences between distance education vs. in-person | ☐ limited discussion of differences between online and in-person student success rates; disparities | ☐ thorough discussion of differences between online and in-person student success rates | |
| | Discussion of mechanisms (e.g., processes, methods, models, practices) in place to ensure regular and effective contact within online courses. | ☐ no discussion on how the department/discipline will ensure regular and effective contact within online courses | ☐ limited discussion on how the department/ discipline will ensure regular and effective contact within online courses | ☐ thorough discussion on how the department/discipline will ensure regular and effective contact within online courses | |
| **Previous Goals** | For goal status identified as "deleted" or "completed," appropriate rationale or summary of results, respectively, was given. | ☐ no rationale or results given for deletion or completion of goals | ☐ limited rationale or results given for deletion or completion of goals | ☐ thorough rationale or results given for deletion or completion of goals | |
| | For goal status identified as "Not Started" or "In Progress," action steps were given.          (III.2,4) | ☐ no discussion of action steps given for "Not Started" or "In Progress" goals | ☐ limited discussion of action steps given for "Not started" or "In Progress" goals | ☐ thorough discussion action steps given for Not Started or "In Progress" goals | |

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| | Not Rated: Resource requests specified as action steps.   (III.4) | N/A | N/A | N/A |

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| **New Goals** | New goals support College Strategic Goals. | ☐ no discussion of how new goal(s) advance(s) College Strategic Goals | ☐ limited discussion of how new goal(s) advance(s) College Strategic Goals | ☐ thorough discussion of how new goal(s) advance(s) College Strategic Goals |
| | New goals informed by assessment results (SLO/PLO), student achievement data, or other data/rationale provided. | ☐ no discussion of how new goals are informed by data or other information; no rationale provided | ☐ limited discussion of how new goals are informed by data or other information; limited rationale provided | ☐ thorough discussion of how new goals are informed by data or other information; thorough rationale provided |
| | Action steps are discussed. | ☐ no discussion of action steps | ☐ limited discussion of action steps | ☐ thorough discussion of action steps |
| | Not Rated: Resource requests specified as action steps. | N/A | N/A | N/A |
| | Discussion on how this goal will be evaluated. | ☐ no discussion of how this goal will be evaluated | ☐ limited discussion of how this goal will be evaluated | ☐ thorough discussion of how this goal will be evaluated |

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| **RESOURCE REQUESTS LINKED TO PROGRAM REVIEW GOALS** | Resource requests are linked to specific department/ discipline goals and action steps and include details on the expected impact on the program. | ☐ no connection to department/discipline goal(s); no notation in action step(s) | N/A | ☐ clear connection to department/discipline goal(s); notation in action step(s) |