

SPRING 2023
PROGRAM REVIEW STEERING COMMITTEE
Comprehensive Evaluation Guide
Instructional
DRAFT 5/19/2022

Department/Program:

Author(s):

PRSC

Appro

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
(1-5) Program Overview and Update	Program area review team represents collaborative effort.	Not rated	Not rated	Not rated	
(6-8) Program Reflection and Description	Mission statement.	<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	
	Program area advances the college mission, vision and values.	<input type="checkbox"/> no discussion of how the program area mission supports the College mission, vision and values	<input type="checkbox"/> limited discussion of how the program area mission supports the College mission, vision and values	<input type="checkbox"/> thorough discussion of how the program area mission supports the College mission, vision and values	
	Program supports guided pathways	<input type="checkbox"/> no discussion of how the program area supports the guided pathways initiative	<input type="checkbox"/> limited discussion of how the program area supports the guided pathways initiative	<input type="checkbox"/> thorough discussion of how the program area supports the guided pathways initiative	
	Catalog description is updated and accurate.	<input type="checkbox"/> description is not up to date and accurate and no plan to revise	<input type="checkbox"/> description is not up to date and accurate but the program summarized plan to revise	<input type="checkbox"/> description is up to date and accurate	
Course Curriculum, Assessment and Student Success	Active course outlines have been reviewed in the last five years.	<input type="checkbox"/> not all 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	
(9-11) Curriculum Review	Discussion of how program is preparing students for transition.	<input type="checkbox"/> no discussion of how the program is preparing students for transition	<input type="checkbox"/> limited discussion of how the program is preparing students for transition	<input type="checkbox"/> thorough discussion of how the program is preparing students for transition	
	Steps and rationale for planned changes for curriculum.	<input type="checkbox"/> no discussion of steps or rationale for planned changes to curriculum	<input type="checkbox"/> limited discussion of steps or rationale for planned changes to curriculum	<input type="checkbox"/> thorough discussion of steps or rationale for planned changes to curriculum	
(12-14) SLOs/PLOs	Assessment Plan uploaded.	<input type="checkbox"/> no Assessment Plan uploaded	N/A	<input type="checkbox"/> Assessment Plan uploaded	
	High-level analysis of SLO findings over the past 1 to 4 years.	<input type="checkbox"/> no analysis of SLO findings/results	<input type="checkbox"/> limited analysis of SLO findings/results	<input type="checkbox"/> thorough analysis of SLO findings/results	
	Discussion of student-learning related success and challenges.	<input type="checkbox"/> no discussion of student-learning related successes and challenges	<input type="checkbox"/> limited discussion of student-learning related successes and challenges	<input type="checkbox"/> thorough discussion of student-learning related successes and challenges	
(15-22) Degree/Certificate Programs	Degrees and certificates data for the past five years reported.	<input type="checkbox"/> no report on number of degrees/certificates awarded; no indication of degree/certificate review in past five years	<input type="checkbox"/> 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	

	Degrees, certificates, and preparation for industry certifications are meeting the needs of students for transfer and/or workforce.	<input type="checkbox"/> no discussion of how degrees, certificates, and preparation for industry certification are addressing transfer and/or workforce needs	<input type="checkbox"/> limited discussion of how degrees, certificates, and preparation for industry certification are addressing transfer and/or workforce needs	<input type="checkbox"/> thorough discussion of how degrees, certificates, and preparation for industry certification are addressing transfer and/or workforce
	Degrees and certificates can be completed within a two-year period.	<input type="checkbox"/> students cannot complete degree/certificate requirements within 2 years	N/A	<input type="checkbox"/> students can complete degree/certificate requirements within 2 years
	PLOs updated since 2020	<input type="checkbox"/> no PLOs updated since 2020		<input type="checkbox"/> PLOs updated since 2020 needs
	PLOS shared across ACP	<input type="checkbox"/> no PLOs shared across ACP		<input type="checkbox"/> PLOs shared across ACPs
	PLOs currently assessed and PLO plan	<input type="checkbox"/> no discussion of PLOS currently assessed and a plan	<input type="checkbox"/> limited discussion of PLOS currently assessed and a plan	<input type="checkbox"/> thorough discussion of PLOS currently assessed and a plan
	Discussion on how PLOs are informing improvement/changes to program.	<input type="checkbox"/> no discussion of PLO assessment	<input type="checkbox"/> limited discussion of PLO assessment	<input type="checkbox"/> thorough discussion of PLO assessment

(23-30) Student Access and Achievement	Discussion of enrollment trends over the last 4-5 years.	<input type="checkbox"/> no discussion of enrollment trends	<input type="checkbox"/> limited discussion of enrollment trends	<input type="checkbox"/> thorough discussion of enrollment trends
	Discussion of program area success rate changes within the past 4 years.	<input type="checkbox"/> no discussion of course success rates	<input type="checkbox"/> limited discussion of course success rates	<input type="checkbox"/> thorough discussion of course success rates
	Discussion of any equity gaps or factors (internal or external) that may affect the department/ discipline course success rate.	<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 department/discipline factors contributing to lower success rates for these group of students.	<input type="checkbox"/> no discussion of department/discipline factors contributing to lower success rates	<input type="checkbox"/> limited discussion of department/discipline factors contributing to lower success rates	<input type="checkbox"/> thorough discussion of department/discipline factors contributing to lower success rates
	Discussion of action steps taken to address equity gaps (a) short-term; (b) next four years.	<input type="checkbox"/> no discussion on action steps taken to address equity gaps	<input type="checkbox"/> limited discussion on action steps taken to address equity gaps	<input type="checkbox"/> thorough discussion on action steps taken to address equity gaps
	Discussion of department/discipline's plan for diversifying faculty	<input type="checkbox"/> no discussion on diversifying faculty	<input type="checkbox"/> limited discussion on diversifying faculty	<input type="checkbox"/> thorough discussion on diversifying faculty
	Discussion on other data the program area is using to inform planning	<input type="checkbox"/> no discussion on other data used to inform planning	<input type="checkbox"/> limited discussion on other data used to inform planning	<input type="checkbox"/> thorough discussion on other data used to inform planning
	Describe the ways the program learned from the transition to remote operations	<input type="checkbox"/> no discussion of the ways service area learned from the transition to remote operations	<input type="checkbox"/> limited discussion of the ways service area learned from the transition to remote operations	<input type="checkbox"/> thorough discussion of the ways service area learned from the transition to remote operations

(31-34) Distance Ed	Discussion of differences in success rates between distance education vs. in- person student success rates.	<input type="checkbox"/> no discussion of differences between distance education vs. in-person success rates; disparities	<input type="checkbox"/> limited discussion of differences between online and in-person student success rates; disparities	<input type="checkbox"/> thorough discussion of differences between online and in-person student success rates; disparities
	Discussion of mechanisms (e.g., processes, methods, models, practices) in place to ensure regular and effective contact within online courses.	<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
	Discussion of tools and strategies be used for online students to engage and support student success.	<input type="checkbox"/> no discussion of what the program will do to address disparities	<input type="checkbox"/> limited discussion of what the program will do to address disparities	<input type="checkbox"/> no discussion of what the program will do to address disparities

(35-38) Career Exploration and Program Demand	Discussion on observations about employment rate past several years	<input type="checkbox"/> no discussion on employment rate past several years	<input type="checkbox"/> limited discussion on employment rate past several years	<input type="checkbox"/> thorough discussion on employment rate past several years
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	Indicates institution-set standard for program's employment rate	<input type="checkbox"/> no indication of institution-set standard for program employment rate		<input type="checkbox"/> indicated institution-set standard for program's employment rate	
	Discussion on stretch goal for program's employment rate	<input type="checkbox"/> no discussion on stretch goal for program's employment rate	<input type="checkbox"/> limited discussion on stretch goal for program's employment rate	<input type="checkbox"/> thorough discussion on stretch goal for program's employment rate	
(39-40) All Programs	Discussion on program's plan for transfer and career readiness	<input type="checkbox"/> no discussion on program's plan for transfer and career readiness	<input type="checkbox"/> limited discussion on program's plan for transfer and career readiness	<input type="checkbox"/> thorough discussion on program's plan for transfer and career readiness	
	Discussion on latest labor market data in preparing students for work force	<input type="checkbox"/> no discussion on latest labor market data in preparing students for work force	<input type="checkbox"/> limited discussion on latest labor market data in preparing students for work force	<input type="checkbox"/> thorough discussion on latest labor market data in preparing students for work force	
(41-44) Strengths, Challenges & External Influences	Describe your program area strengths or challenges.	<input type="checkbox"/> no discussion on program area strengths or challenges	<input type="checkbox"/> limited discussion on program area strengths or challenges	<input type="checkbox"/> thorough discussion on program area strengths or challenges	
	Describe external influences that affect your program area (positive or negative).	<input type="checkbox"/> no discussion of external influences	<input type="checkbox"/> limited discussion on external influences	<input type="checkbox"/> thorough discussion on external influences	
	Discussion on opportunities that exist to advance student success and equity in the next 4 years.	<input type="checkbox"/> no discussion on opportunities that exist	<input type="checkbox"/> limited discussion on opportunities that exist	<input type="checkbox"/> thorough discussion on opportunities that exist	
Previous Goals	For goal status identified as "Deleted" or "Completed," appropriate rationale or summary of results was given.	<input type="checkbox"/> no rationale or results given for deletion or completion of goals	<input type="checkbox"/> limited rationale or results given for deletion or completion of goals	<input type="checkbox"/> thorough rationale or results given for deletion or completion of goals	
4-Year Goals	New goals support College Strategic Goals.	<input type="checkbox"/> no discussion of how new goal(s) advance(s) College Strategic Goals	<input type="checkbox"/> limited discussion of how new goal(s) advance(s) College Strategic Goals	<input type="checkbox"/> 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.	<input type="checkbox"/> no discussion of how new goals are informed by data or other information; no rationale provided	<input type="checkbox"/> limited discussion of how new goals are informed by data or other information; limited rationale provided	<input type="checkbox"/> thorough discussion of how new goals are informed by data or other information; thorough rationale provided	
	Action steps are discussed.	<input type="checkbox"/> no discussion of action steps	<input type="checkbox"/> limited discussion of action steps	<input type="checkbox"/> 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.	<input type="checkbox"/> no discussion of how this goal will be evaluated	<input type="checkbox"/> limited discussion of how this goal will be evaluated	<input type="checkbox"/> thorough discussion of how this goal will be evaluated	
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.	<input type="checkbox"/> no connection to department/discipline goal or action step(s)		<input type="checkbox"/> clear connection to department/discipline goal or action step(s)	